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ABSTRACT

The Objective-Item Bank presented covers 16 sections of four subject areas in each of four grade levels. The four areas are: Language Arts, Math, Social Studies, and Science. The four grade levels are: Primary, Intermediate, Junior High, and High School. The Objective-Item Bank provides school administrators with an initial starting point for curriculum development and with the instrumentation for program evaluation, and offers a mechanism to assist teachers in stating more specifically the goals of their instructional program. In addition, it provides the means to determine the extent to which the objectives are accomplished. This document presents the Objective Item Bank for primary science. (CK)

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PRIMARY SCIENCE

BEHAVIORAL OBJECTIVES AND TEST ITEMS

EVALUATION FOR INDIVIDUALIZED INSTRUCTION

A Title III ESEA project
administered by
Downers Grove, Illinois
School District 99

1400 West Maple Avenue
Downers Grove, Illinois 60515
Phone: 312-971-2040

	Lang. Arts	Math.	Soc. Stud.	Science
Primary				X
Intermediate				
Junior High				
High School				

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PRIMARY SCIENCE

BEHAVIORAL OBJECTIVES AND TEST ITEMS

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Evaluation for Individualized Instruction Project

AN ESEA TITLE III PROJECT

Administered

by

Downers Grove Public School District 99

BACKGROUND

The Evaluation for Individualized Instruction Project, an ESEA Title III project administered by the Downers Grove, Illinois, School District 99, has developed an Objective-Item Bank covering sixteen sectors of four subject areas in each of four grade levels.

Subject Area

	LA	MA	SS	SC
1	11	12	13	14
2	21	22	23	24
3	31	32	33	34
4	41	42	43	44

LA = Language Arts
MA = Math
SS = Social Studies
SC = Science

1 = Primary
2 = Intermediate
3 = Junior High
4 = High School

Nearly 5000 behavioral objectives and over 27,000 test items based on these objectives were recently published as the culmination of this three-year project. The complete output of seventeen volumes totals over 4500 pages. These publications have been reproduced by the Institute for Educational Research to make them available at cost to teachers and administrators.

The objectives and items were written by over 300 elementary and secondary teachers, representing forty Chicago suburban school districts, who participated in workshops of three to nine weeks duration throughout the project. In these workshops they learned to write effective behavioral objectives and test items based on the objectives. The results of their work were edited for content and measurement quality to compile the largest pool of objectives and test items ever assembled.

PRINCIPLES AND MERITS

Unfortunately, the Objective-Item Bank is often viewed mainly as a source of test items. Although this is an important function, its greatest potential impact lies not in the availability of a multitude of test items, but rather in the ability of these items to measure carefully selected educational goals.

The almost frenetic search for test items on the part of some educators has been spurred by the current emphasis on measurement. Some educators have become so enamored with measurement that they seem more interested in obtaining a numerical index than examining what they are really trying to measure. Further, it is

not unusual for teachers to speak about a child obtaining a score of 95% on a particular test. Frequently, they encounter considerable difficulty in interpreting the real meaning of a score and are content to just accept its numeral value. A much more important question would seem to be: What are our goals of measurement? Unless we can answer this question precisely, the only real purpose that testing serves is to gather data concerning pupils to facilitate the marking of report cards. This is not to say that this function is not legitimate - it is rather to say that such a view of measurement is much too constricting. The goal of measurement should be to provide feedback both to the teacher and the child regarding the success or failure of the learning experiences in realizing specifically stated objectives.

One of the main strengths of the EII Objective and Item Bank is that all the items are directly tied to specifically stated objectives. Each group of items is designed to measure a specific objective and therefore provides the means whereby the teacher can obtain feedback on the success of the educational program.

It is disheartening to observe so many districts attacking the complex problem of curriculum development independently. One cannot help reflecting on the mammoth duplication of efforts involved. The Objective-Item Bank offers a possible alternative to this duplication. Utilizing its resources, the curriculum committee is provided with some point of departure. The efforts of three hundred teachers participating in the Evaluation Project's workshops and the thoughts of forty districts can be evaluated and utilized. This is not to suggest that any set of objectives should be viewed as the "answer" to an individual district's curricular problem but rather the efforts of others offer a convenient point of departure and may serve to stimulate diverse opinions about the direction of curricular thrust within the individual district. The words of Sir Isaac Newton seem appropriate; "If I have seen further, it is by standing upon the shoulder of giants." The efforts of others, whether we consider them giant-like or pygmyish, do offer a threshold to view the immense, complicated problem of curricular development in better perspective.

The title of an article in a recent educational journal, "If You're Not Sure Where You're Going, You're Liable to End up Someplace Else," succinctly describes a continuing dilemma in our educational system. The vagueness of our goals often promotes the idea that "anything goes." Without a guiding beacon many classrooms become activity-centered rather than goal-oriented. One educator recently compared the all-too-typical classroom with Henry Ford's observation concerning history. He defined history as, "One damned thing after another." Is this true of the succession of activities within our classrooms? Does the teacher really know the educational purpose of each activity? Perhaps, even more importantly, do the children know the purpose?

The Objective-Item Bank offers a mechanism to assist teachers in stating more specifically the goals of their instructional program and further provides the means to determine the extent to which the objectives are accomplished. The specification of goals assists the teacher in discovering whether favored activities advance learning, or are merely time fillers; whether they get the "materials" across, or are merely perfunctory exercises.

Much discussion has been devoted to the topic of "why individualized instruction?" and occasionally some dialogue has even centered on the "how." But an even more basic question is one that is often ignored: "Individualize what?"

Many school districts mention their individualized programs in reading or mathematics. What is individualized within these programs? Are certain skills definitely identified? Is the practice of pretesting to determine the child's level of proficiency when he enters the program a guideline?

The Objective-Item Bank has two potential contributions to make to all school districts embarking on or presently engaged in individualized instruction programs. These contributions are: 1. A group of well-specified objectives which could form the "what" of the program. 2. A set of items designed to provide information on the degree of mastery of the objective.

APPLICATIONS AND TECHNIQUES

The versatility of the Objective-Item Bank is evident in the value and usability by both teachers and administrators.

To the Administration the Objective-Item Bank:

1. Provides an initial starting point for curriculum development. The existence of many objectives avoids the necessity of each district duplicating the efforts of another. The task of the curriculum committee becomes one of selecting and/or rejecting objectives from the Objective - Item Bank and then supplementing them with objectives developed at the local level. Past-participants of the Evaluation Project workshops would be valuable resource people in this endeavor.

2. Provides the instrumentation for program evaluation. The selection of items from those objectives representative of the main emphases of the local district provides the framework for the evaluation of the stated goals.

To the Teacher the Objective-Item Bank:

1. Provides the pooling of talent and imagination of teachers of varied experience and interests, thus avoiding the present duplication of effort.

2. Provides resources for more highly sensitized program evaluation instead of a battery of standardized tests. Since the objectives are tailored to the program, the associated test items can be used to determine precisely the efficacy of the instructional materials.

3. Provides the means whereby the teacher can become more acutely aware of that which he is seeking to have occur in his classroom and that which he will accept as evidence of its occurrence. Hopefully, as teachers become more aware of their goals, they will share these

objectives with children and let the pupils become acutely aware of that which is expected of them, ergo allowing them to seek their own modality of instruction for the realization of the stated goals.

4. Provides the nucleus of an individualized instruction program.

   a. It provides for more precise curriculum planning by differentiating those goals specific to each grade and even to each student. With the bank at their disposal, teachers are encouraged to become aware of their responsibilities in developing a set of basic objectives which every child must attain and a further set which can be pursued according to the students' abilities and interests.

   b. It provides several items per objective, some of which may be used as a pre-test to discover whether a student should undertake that objective while the remainder may be employed to measure the mastery of those students who do tackle the objective.

NOTES

Several of the volumes have been reproduced from punched cards by the IBM 407, a machine which does not print all characters exactly as they appear on a typewriter. Thus:

% is actuall (

n is actually)

0 is actually ? or !

Apostrophes cannot be printed.

The number immediately after the statement of each objective represents the number of items measuring attainment of that objective.

Information on the EII publications or purchase requests can be directed to:

INSTITUTE FOR EDUCATIONAL RESEARCH
1400 West Maple Avenue
Downers Grove, Illinois 60515

PRIMARY SCIENCE OBJECTIVES AND ITEMS

DIGESTIVE SYSTEM

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE TERM DIGESTION BY SELECTING ITS CORRECT DEFINITION. %1¤ 0052

SELECT THE BEST ANSWER FOR THE QUESTION. 1

THE WORD *DIGESTION* MEANS 199
*A. CHANGING FOOD SO OUR BODIES CAN USE IT.
B. SENDING BLOOD TO ALL PARTS OF OUR BODIES.
C. SENDING MESSAGES FROM THE BRAIN SO WE CAN MOVE.

****

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE PARTS OF THE DIGESTIVE SYSTEM BY LABELING THE VARIOUS PARTS ON A DIAGRAM. %6¤ 0054
%NEED DIAGRAM OF DIGESTIVE SYSTEM¤

LOOK AT THE DIAGRAM OF THE DIGESTIVE SYSTEM. THERE ARE ARROWS POINTING TO DIFFERENT PARTS. CHOOSE THE CORRECT NAME FOR EACH PART. 0030

%ARROW POINTING TO STOMACH¤ 206
A. LARGE INTESTINE
B. SMALL INTESTINE
*C. STOMACH

%ARROW POINTING TO SMALL INTESTINE¤ 207
*A. SMALL INTESTINE
B. STOMACH
C. LARGE INTESTINE

%ARROW POINTING TO MOUTH¤ 208
A. THROAT
*B. MOUTH
C. STOMACH

%ARROW POINTING TO LARGE INTESTINE¤ 209
*A. LARGE INTESTINE
B. SMALL INTESTINE
C. STOMACH

%ARROW POINTING TO THROAT¤ 210
A. MOUTH
B. STOMACH
*C. THROAT

%ARROW POINTING TO TEETH¤ 211
*A. TEETH
B. MOUTH
C. THROAT

****

THE STUDENT CAN DEMONSTRATE HIS UNDERSTANDING OF THE SEQUENCE OF ORGANS IN THE DIGESTIVE SYSTEM BY IDENTIFYING THE CORRECT ORDER FOR ORGANS OF THE SYSTEM. %8□ 0056

READ EACH GROUP OF WORDS. CHOOSE THE NAME OF THE ORGAN IN THAT GROUP WHICH COMES FIRST IN THE DIGESTIVE SYSTEM. 0032

A. TEETH
*B. MOUTH 217
C. STOMACH

*A. ESOPHAGUS
B. STOMACH 218
C. SMALL INTESTINE

A. SMALL INTESTINE
B. LARGE INTESTINE 219
*C. STOMACH

A. ESOPHAGUS
B. STOMACH 220
*C. TEETH

READ EACH GROUP OF WORDS. CHOOSE THE NAME OF THE ORGAN IN THAT GROUP WHICH COMES *LAST* IN THE DIGESTIVE SYSTEM. 0033

A. STOMACH
*B. LARGE INTESTINE 221
C. SMALL INTESTINE

A. ESOPHAGUS
*B. STOMACH 222
C. TEETH

*A. SMALL INTESTINE
B. STOMACH 223
C. ESOPHAGUS

A. TEETH
B. MOUTH 224
*C. ESOPHAGUS

****

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE FUNCTIONS OF ORGANS IN THE DIGESTIVE SYSTEM BY CHOOSING THE ORGAN WHICH PERFORMS A SPECIFIED FUNCTION. %6□ 0053

READ EACH OF THE FOLLOWING RIDDLES. CIRCLE THE LETTER WHICH STANDS FOR THE CORRECT ANSWER TO THE QUESTION. 0029

I AM THE FIRST REGION TO RECEIVE THE FOOD AND BEGIN THE DIGESTION PROCESS. WHAT AM I0 0200
A. THE STOMACH
*B. THE MOUTH
C. THE THROAT

I AM THE ORGAN THAT COMPLETES DIGESTION AND ABSORBS THE END PRODUCT FROM THE DIGESTIVE PROCESS. WHAT AM I0 0201

*A. SMALL INTESTINE
B. STOMACH
C. LARGE INTESTINE

I AM A PASSAGEWAY FROM THE MOUTH TO THE STOMACH. THE FOOD IS SENT DOWN THROUGH ME AND THEN THE STOMACH BEGINS ITS JOB. WHAT AM I? 0202
A. TEETH
*B. ESOPHAGUS
C. SMALL INTESTINE

ALL THE FOOD THAT CANNOT BE DIGESTED IS SENT TO ME. I PASS THIS WASTE TO THE RECTUM TO BE EXITED OUT OF THE BODY. WHAT AM I? 0203
A. STOMACH
B. THROAT
*C. LARGE INTESTINE

MY JOB IS AN IMPORTANT ONE. I GRIND THE FOOD INTO SMALL PIECES TO BE USED BY THE NEXT DIGESTIVE ORGAN. WHAT AM I? 0201
*A. MOUTH
B. THROAT
C. TEETH

I AM A PEAR-SHAPED POUCH. I HAVE STRONG MUSCLES LINING MY WALLS. THE SMALL INTESTINE DOES ITS JOB AFTER I DO. WHAT AM I? 0205
A. MOUTH
*B. STOMACH
C. LARGE INTESTINE

****

USING HIS KNOWLEDGE OF THE DIGESTIVE SYSTEM, THE STUDENT CAN DISTINGUISH BETWEEN FACT AND OPINION AS EVIDENCED BY HIS ANALYZING STATEMENTS ABOUT THAT SYSTEM. %5□ 0055

READ THE GROUPS OF SENTENCES BELOW. USING YOUR KNOWLEDGE OF THE DIGESTIVE SYSTEM, DECIDE WHICH OF THE THREE STATEMENTS IS AN *OPINION*. 0031

A. FOOD IS USED AS FUEL FOR OUR BODIES.
*B. DIGESTION IS THE MOST IMPORTANT PROCESS IN OUR BODIES. 212
C. THE TEETH BREAK FOOD DOWN INTO SMALLER PIECES.

*A. THE STOMACH IS THE MOST IMPORTANT ORGAN IN THE DIGESTIVE SYSTEM. 0213
B. DIGESTION IS CARRIED ON BY SPECIAL ORGANS THAT MAKE UP THE DIGESTIVE SYSTEM.
C. THE MOUTH GIVES OFF SPECIAL JUICES WHICH HELP TO DIGEST THE FOOD.

A. THE STOMACH IS A POUCH WHICH IS FOUND ON THE LEFT SIDE OF THE BODY. 0214
*B. THE DIGESTIVE SYSTEM DOES ITS JOB BETTER THAN THE CIRCULATORY SYSTEM.
C. THE STOMACH HAS POWERFUL MUSCLES WHICH LINE ITS INSIDE WALLS.

A. THE SMALL INTESTINE IS VERY LONG AND CURLED UP. 0215
B. THE STOMACH SENDS FOOD TO THE SMALL INTESTINE.
*C. THE INTESTINES ARE VERY UGLY TO LOOK AT.

A. THE LARGE INTESTINE IS THICKER THAN THE SMALL INTESTINE. 0216
*B. THE TEETH DO THE BEST JOB IN THE DIGESTIVE SYSTEM.
C. DIGESTED FOOD IS ABSORBED INTO THE BLOODSTREAM THROUGH THE SMALL INTESTINES.

****

CIRCULATORY SYSTEM

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF TERMINOLOGY OF THE CIRCULATORY SYSTEM BY IDENTIFYING PARTS AND THEIR FUNCTIONS IN THE CIRCULATION PROCESS. %3□ 0068

SELECT THE BEST ANSWER FOR THE QUESTION.

ARTERIES ARE FOUND IN THE CIRCULATORY SYSTEM. THEY ARE DESCRIBED AS 0277
*A. TUBES CARRYING FRESH BLOOD AWAY FROM THE HEART.
B. TUBES CARRYING USED BLOOD BACK TO THE HEART.
C. TUBES WHICH ARE VERY TINY AND HAVE VERY THIN WALLS.

VEINS ARE ALSO A PART OF THE CIRCULATORY SYSTEM. THEIR JOB IS TO CARRY 0278
A. BLOOD ONLY TO THE LEGS.
*B. USED BLOOD TO THE HEART.
C. OXYGEN TO THE LUNGS.

THE MAJOR FUNCTION OF THE CIRCULATORY SYSTEM IS 0279
A. BREAKING FOOD INTO PIECES SMALL ENOUGH FOR THE BODY TO USE.
B. GIVING A GOOD FRAME TO THE BODY TO PROTECT IT FROM INJURY.
*C. SENDING BLOOD, OXYGEN AND FOOD THROUGHOUT THE BODY.

****

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE FUNCTIONS OF THE CIRCULATORY, RESPIRATORY, DIGESTIVE AND SKELETAL SYSTEMS BY ANALYZING SITUATIONS AND CHOOSING THE SYSTEM WHICH IS BEING DESCRIBED. %4□ 0070

SELECT THE BEST ANSWER FOR THE QUESTION.

THE TRUCKS AND TRAINS AND CARS THAT TRAVEL IN OUR COUNTRY DO NOT WANDER ANY PLACE THEY WANT TO ALL OVER THE LAND. INSTEAD, THEY TRAVEL OVER SPECIAL HIGHWAYS AND RAILROAD TRACKS AND STREETS THAT ARE MADE JUST FOR THEM AND CONNECT TO ALL THE DIFFERENT PARTS OF THE COUNTRY WITH THEIR CARGOES. THERE IS A SYSTEM IN YOUR BODY WHICH OPERATES IN VERY MUCH THE SAME WAY. WHAT IS THE NAME OF THIS SYSTEM? 0285
A. RESPIRATORY SYSTEM
*B. CIRCULATORY SYSTEM
C. DIGESTIVE SYSTEM

THE GARDEN CITY CONSTRUCTION COMPANY WAS ABOUT TO BEGIN BUILDING A BRAND NEW OFFICE BUILDING. THE FIRST THING THAT THEY DID WAS TO PUT UP STRONG STEEL POSTS TO MAKE A GOOD FRAME FOR THE BUILDING AND TO HELP GIVE IT SHAPE AND PROTECTION. THEN THEY ADDED 0286

PLASTER. AIR VENTS AND ELECTRICITY. AND ON THE OUTSIDE MADE IT LOOK ATTRACTIVE AND VERY NEATLY PUT TOGETHER. THERE IS A SYSTEM IN YOUR BODY WHICH DOES THE SAME WORK AS THOSE STEEL PARTS. WHAT IS ITO

*A. SKELETAL SYSTEM
B. CIRCULATORY SYSTEM
C. RESPIRATORY SYSTEM

MARY DAVIS IS THE SWITCHBOARD OPERATOR FOR A BIG DEPARTMENT STORE. ALL DAY LONG PEOPLE CALL IN TO HER AND SHE GIVES THEIR MESSAGES TO OTHER PEOPLE WHO WORK IN THE STORE. THESE MESSAGES HELP TO LET THE PEOPLE KNOW JUST WHAT THEY ARE SUPPOSED TO DO. THINK OF A SYSTEM IN YOUR BODY THAT WORKS LIKE A SWITCHBOARD SENDING MESSAGES TO ALL PARTS OF THE BODY. WHAT IS THE NAME OF THAT SYSTEMO 0287

A. CIRCULATORY SYSTEM
*B. NERVOUS SYSTEM
C. SKELETAL SYSTEM

THE CITY OF SPRING GROVE HAS ONE BIG PUMPING STATION THAT SENDS WATER TO ALL PARTS OF THE CITY FROM THE FAR NORTH TO THE FAR SOUTH. IT PUMPS ALL DAY LONG AND PUSHES THE WATER OUT THROUGH TUBES THAT CARRY IT TO EVERY PLACE IN THE CITY. THERE IS A SYSTEM IN YOUR BODY WHICH HAS A PUMP AND PIPE LINES THAT IT USES TO KEEP YOU ALIVE AND HEALTHY. WHAT IS THE NAME OF THAT SYSTEMO 0288

A. RESPIRATORY SYSTEM
B. SKELETAL SYSTEM
*C. CIRCULATORY SYSTEM

****

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE HEART AND ITS FUNCTIONS BY SELECTING THOSE STATEMENTS WHICH IN SOME WAY DESCRIBE THAT ORGAN. %5□ 0069

IN EACH GROUP OF STATEMENTS CHOOSE THE ONE SENTENCE WHICH TELLS SOMETHING ABOUT THE HEART. 0041

A. IT LEADS FROM THE LARYNX TO THE STOMACH.
*B. IT IS AS BIG AS A PERSON.S FIST. 0280
C. IT HELPS TO GIVE YOU BALANCE.

*A. IT HAS FOUR CHAMBERS.
B. IT HAS TWO NASAL PASSAGES. 281
C. IT GIVES OFF A LIQUID CALLED BILE.

*A. IT IS RESPONSIBLE FOR PUMPING BLOOD.
B. IT IS RESPONSIBLE FOR CIRCULATING AIR. 0282
C. IT IS RESPONSIBLE FOR KEEPING US STRAIGHT.

A. IT HAS A DERMIS AND EPIDERMIS.
B. IT HAS A LENS AND AN IRIS. 283
*C. IT HAS AURICLES AND VENTRICLES.

A. IT PROTECTS THE SPINAL COLUMN.
*B. IT HAS ARTERIES LEADING FROM IT. 284
C. IT GETS LARGER WHEN YOU BREATHE.

****

SKIN & SENSES SYSTEM

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF SKIN CARE BY MATCHING A SKIN ABNORMALITY WITH A GIVEN CAUSE. %1□ 0013

SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT WILL HAPPEN IF YOUR SKIN LACKS OIL? 29
A. THE SKIN WILL BECOME YELLOW.
B. THE HAIR ROOTS WILL DIE.
*C. THE SKIN WILL CRACK AND BREAK.

****

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE THAT SKIN HELPS TO REGULATE BODY TEMPERATURE BY MATCHING A GIVEN OCCURRENCE WITH THE APPROPRIATE SKIN FUNCTION. %1□ 0014

SELECT THE BEST ANSWER FOR THE QUESTION.

SWEAT DROPS APPEAR ON YOUR SKIN WHEN YOU ARE PLAYING A GAME OR RUNNING A RACE BECAUSE 0031
A. YOU DRANK TOO MUCH WATER.
B. WATER IS NEEDED BY THE EPIDERMIS.
*C. THE CELLS ARE TRYING TO COOL OFF.
D. THE HEART IS BEATING FASTER.

****

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF SKIN AND ITS FUNCTION BY SELECTING STATEMENTS WHICH DESCRIBE THE SKIN. %5□ 0057

IN EACH GROUP, CHOOSE THE ONE STATEMENT WHICH IN SOME WAY DESCRIBES THE SKIN. 0034

A. IT GRINDS LARGE PARTICLES INTO SMALLER PIECES. 0225
B. IT SENDS AIR TO THE LUNGS.
*C. IT IS A TISSUE ABOUT 1/8 INCH THICK.

*A. IT HAS TWO LAYERS, THE DERMIS AND EPIDERMIS. 0226
B. IT HAS TWO KINDS OF JOINTS, PLAIN AND HINGE JOINTS.
C. IT HAS TWO KINDS OF BLOOD VESSELS, VEINS AND ARTERIES.

A. THE RIBS FORM A CAGE TO PROTECT IT FROM BUMPS. 0227
*B. IT FORMS A COVERING FOR THE BODY.
C. IT PASSES FOOD FROM THE MOUTH TO THE STOMACH.

*A. IT HAS SWEAT GLANDS TO COOL THE BODY. 0228
B. IT'S JOB IS TO PUMP BLOOD TO ALL PARTS OF THE BODY.
C. IT IS MADE OF ENAMEL AND IS VERY STRONG.

*A. IT HAS PIGMENT AND PROTECTS THE BODY FROM THE SUN. 0229
B. IT HAS THREE PARTS, EACH DOING A DIFFERENT JOB.
C. IT HAS A CROWN, DENTINE AND ROOT.

****

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE FIVE BODY SENSES BY SELECTING THE NAME OF ONE OF THOSE SENSES FROM A GROUP. %5¤ 0067

CIRCLE THE WORD IN EACH GROUP THAT NAMES ONE OF THE FIVE SENSES. 0040

A. CIRCULATE
B. VIBRATE
*C. TOUCH 272

A. BREATHE
B. PERSPIRE
*C. SEE 273

A. DIGEST
B. PUMP
*C. TASTE 274

*A. SMELL
B. GRIND
C. TEAR 275

A. CUT
*B. HEAR
C. CHEW 276

****

BRAIN & NERVOUS SYSTEM

THE STUDENT CAN DEMONSTRATE HIS ABILITY TO ANALYZE FACT AND OPINION STATEMENTS ABOUT THE NERVOUS SYSTEM BY CATEGORIZING GIVEN STATEMENTS AS SUCH. %4¤ 0062

IN EACH GROUP CHOOSE THE ONE STATEMENT THAT IS AN OPINION. CIRCLE THE LETTER NEXT TO THAT ANSWER. 0037

A. THE CEREBRUM IS THE LARGEST PART OF THE BRAIN.
*B. THE NERVOUS SYSTEM IS THE MOST IMPORTANT BODY SYSTEM. 0249
C. A REFLEX ACTION TAKES PLACE WITHOUT THINKING ABOUT IT.

*A. A REFLEX ACTION IS BETTER THAN A VOLUNTARY ACTION.
B. THE NERVOUS SYSTEM CONTROLS THE ACTION OF MUSCLES. 0250
C. NERVES ARE OF MANY DIFFERENT SIZES AND SHAPES.

A. THE CEREBRUM CONTROLS YOUR MEMORY.
B. THE MEDULLA CONTROLS YOUR HEARTBEAT. 251
*C. THE MEDULLA WORKS BETTER THAN THE CEREBRUM.

A. THE SPINAL CORD IS A LONG ROD OF NERVE TISSUE.
B. BLINKING YOUR EYES IS CONSIDERED A REFLEX ACTION. 0252
*C. THE SPINAL CORD IS MORE IMPORTANT THAN THE BRAIN.

****

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE NERVOUS SYSTEM BY IDENTIFYING DEFINITIONS AND FUNCTIONS OF PARTS OF THE SYSTEM. %2n 0060

SELECT THE BEST ANSWER FOR THE QUESTION.

IN THE NERVOUS SYSTEM, A *REFLEX ACTION* IS 0240
*A. AN ACTION OF THE BODY THAT HAPPENS AUTOMATICALLY WITHOUT THINKING.
B. AN ACTION OF THE BODY THAT DOES *NOT* HAPPEN UNLESS WE THINK ABOUT IT.
C. AN ACTION OF THE BODY THAT HAPPENS AFTER YOU HAVE TOO MUCH EXERCISE.

IN THE NERVOUS SYSTEM, THE SPINAL CORD IS 241
A. A GROUP OF VERTEBRAE GOING DOWN THE BACK.
*B. A GROUP OF NERVE TISSUE GOING DOWN THE BACK.
C. A GROUP OF SPECIAL RIBS GOING AROUND THE HEART.

****

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE TERM *REFLEX ACTION* BY ANALYZING LISTS OF 3 ACTIONS AND DETERMINING WHICH IS A REFLEX ACTION. %7n 0061

READ THE LIST OF ACTIONS BELOW. CHOOSE THE ONE WHICH IS A *REFLEX ACTION*. 0036

A. HOPPING ON ONE FOOT 242
*B. BLINKING YOUR EYES
C. RIDING ON A BICYCLE

A. LYING DOWN IN YOUR BED AT NIGHT 243
B. BENDING OVER TO PICK SOMETHING UP
*C. PULLING AWAY FROM SOMETHING HOT

*A. JUMPING WHEN FRIGHTENED 244
B. JUMPING ROPE WITH FRIENDS
C. JUMPING PUDDLES IN THE RAIN

*A. SNEEZING 245
B. LISTENING
C. TALKING

A. STOPPING TO TALK WITH A FRIEND ON THE STREET 0246
B. READING AN INTERESTING BOOK AFTER DINNER
*C. COUGHING WHEN SOMETHING STICKS IN YOUR THROAT

A. EATING A WELL-BALANCED BREAKFAST EVERY MORNING 0247
*B. PULLING YOUR HAND AWAY FROM A ROSE BUSH THORN
C. WRITING A LETTER TO SOMEONE YOU HAVEN'T SEEN FOR AWHILE

*A. MOVING YOUR LEG WHEN THE DOCTOR TAPS BELOW THE KNEE 0248
B. JUMPING FROM THE HIGH DIVE AT THE POOL
C. SKIPPING DOWN THE STREET WITH A FRIEND

****

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF THE FUNCTION OF PARTS OF THE BRAIN BY IDENTIFYING THE PART OF THE BRAIN WHICH PERFORMS A SPECIFIED FUNCTION. %7¤ 0058

DECIDE WHICH PART OF THE BRAIN IS BEING DESCRIBED. CIRCLE THE LETTER WHICH STANDS FOR THE CORRECT ANSWER. 0035

THIS IS THE LARGEST PART OF THE BRAIN. 230
*A. CEREBRUM
B. CEREBELLUM
C. MEDULLA

THIS PART HELPS THE MUSCLES WORK TOGETHER SO WE CAN WALK AND MOVE. 0231
A. CEREBRUM
*B. CEREBELLUM
C. MEDULLA

THIS PART CONTROLS THINKING, MEMORY AND LEARNING. 0232
*A. CEREBRUM
B. CEREBELLUM
C. MEDULLA

THIS PART CONTROLS ALL THE MUSCLES YOU DON.T HAVE TO THINK ABOUT MOVING. 0233
A. CEREBRUM
B. CEREBELLUM
*C. MEDULLA

THIS PART GETS THE MESSAGES SENT BY YOUR SENSES. 0234
*A. CEREBRUM
B. CEREBELLUM
C. MEDULLA

THIS PART HELPS TO KEEP YOUR SENSE OF BALANCE. 0235
A. CEREBRUM
*B. CEREBELLUM
C. MEDULLA

THIS PART CONTROLS THE HEART BEAT AND OTHER THINGS WE DO NOT HAVE TO THINK ABOUT. 0236
A. CEREBRUM
B. CEREBELLUM
*C. MEDULLA

****

THE STUDENT CAN APPLY HIS KNOWLEDGE OF THE FUNCTIONS OF THE MAIN PARTS OF THE BRAIN BY ANALYZING A HYPOTHETICAL SITUATION AND DECIDING WHICH PART OF THE BRAIN IS MALFUNCTIONING TO CAUSE THIS SITUATION. %3¤ 0059

SELECT THE BEST ANSWER FOR THE QUESTION.

MR. SMITH IS ABOUT 75 YEARS OLD. HE IS BEGINNING TO HAVE A DIFFICULT TIME REMEMBERING PEOPLE,S NAMES AND MANY OTHER IMPORTANT THINGS. WHICH PART OF HIS BRAIN COULD BE CAUSING THIS PROBLEM? 0237
A. MEDULLA
*B. CEREBRUM

C. CEREBELLUM

ALICE SPENCER WAS BEGINNING TO NOTICE THAT SHE WAS HAVING MORE AND MORE TROUBLE KEEPING HER BALANCE WHEN SHE STOOD UP. SHE KEPT TRIPPING AND HAVING TO LEAN AGAINST THINGS TO HELP HER WALK. WHICH PART OF THE BRAIN COULD BE RESPONSIBLE FOR THIS PROBLEM? 0238

A. CEREBRUM
*B. CEREBELLUM
C. MEDULLA

DAVEY WAS HAVING A LOT OF TROUBLE AT SCHOOL. HE COULD NOT LEARN NEW THINGS VERY QUICKLY AND IF HE DID LEARN THEM, HE COULDN'T REMEMBER VERY LONG AFTERWARD. WHAT PART OF THE BRAIN COULD BE CAUSING DAVEY'S PROBLEM? 0239

A. CEREBELLUM
B. MEDULLA
*C. CEREBRUM

****

RESPIRATION SYSTEM

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE RESPIRATORY SYSTEM BY DIFFERENTIATING BETWEEN THOSE ORGANS WHICH BELONG TO THAT SYSTEM AND THOSE WHICH BELONG TO OTHER SYSTEMS. %5□ 0063

READ THE FOLLOWING GROUPS OF WORDS. MARK THE LETTER WHICH NAMES A PART OF THE RESPIRATORY SYSTEM. 0038

A. LIPS
*B. THROAT 253
C. TONGUE

A. TEETH
*B. NOSE 254
C. TUBE

*A. LUNGS
B. HEART 255
C. LIVER

A. STOMACH
B. PANCREAS 256
*C. WINDPIPE

*A. LUNGS
B. NECK 257
C. AORTA

****

THE STUDENT WILL ANALYZE A HYPOTHETICAL SITUATION RELATIVE TO THE RESPIRATORY SYSTEM BY SELECTING THE MOST PROBABLE CAUSE OF THE RESPIRATORY PROBLEM. %2□ 0065

SELECT THE BEST ANSWER FOR THE QUESTION.

MR. STONE WAS RELAXING IN A LOUNGE CHAIR IN HIS BACKYARD. JUST AS HE WAS ABOUT TO FALL ASLEEP. HE HEARD THE PHONE RINGING INSIDE HIS HOUSE. HE DASHED INSIDE AND ANSWERED IT. BUT BEFORE HE COULD TALK. HE HAD TO ASK THE PERSON TO WAIT UNTIL HE COULD CATCH HIS BREATH. WHY WAS MR. STONE SUDDENLY BREATHING SO QUICKLY? 0262

A. BECAUSE THE PHONE CALL MADE HIM FEEL FRIGHTENED.
*B. BECAUSE HIS BODY NEEDED MORE OXYGEN FROM RUNNING.
C. BECAUSE HE DIDN'T LIKE TO TALK ON THE PHONE.

BILLY STEVENS WAS IN A BIG HURRY AT DINNER TIME BECAUSE HIS FRIENDS WERE WAITING FOR HIM. HE WAS GOBBLING HIS FOOD DOWN, AND THEN ALL OF A SUDDEN HE BEGAN TO CHOKE AND COUGH. WHAT COULD HAVE BEEN THE REASON FOR THIS? 0263

A. HE WAS EATING A KIND OF FOOD HE DIDN'T LIKE.
*B. THE FOOD WENT DOWN THE WINDPIPE AND NOT THE ESOPHAGUS.
C. HE WAS VERY EXCITED ABOUT GOING OUT TO PLAY.

****

GIVEN A DIAGRAM OF THE RESPIRATORY SYSTEM, THE STUDENT CAN SHOW HIS COMPREHENSION OF THAT SYSTEM BY CHOOSING THE CORRECT NAME FOR INDIVIDUAL PARTS OF THE SYSTEM. %4□ %NEED DIAGRAM OF RESPIRATORY SYSTEM□ 0064

LOOK AT THE DIAGRAM OF THE RESPIRATORY SYSTEM. EACH PART HAS AN ARROW POINTING TO IT. SELECT THE WORD WHICH NAMES THAT PART CORRECTLY. 0039

%ARROW POINTING TO LUNGS□ 258
A. TRACHEA
B. BRONCHI
*C. LUNGS

%ARROW POINTING TO VOICE BOX□ 259
A. PHARYNX
*B. VOICE BOX
C. LUNGS

%ARROW POINTING TO WINDPIPE□ 260
*A. TRACHEA
B. SEPTUM
C. LUNGS

%ARROW POINTING TO NOSE□ 261
*A. NOSE
B. BRONCHI
C. LARYNX

****

THE STUDENT CAN SHOW HIS COMPREHENSION OF THE RESPIRATORY, SKELETAL AND DIGESTIVE SYSTEMS BY SELECTING THE SYSTEM TO WHICH A GIVEN FUNCTION BELONGS. %8□ 0066

SELECT THE BEST ANSWER FOR THE QUESTION.

I AM THE SYSTEM THAT HAS THE JOB OF PROTECTING THE DELICATE ORGANS INSIDE THE BODY. I AM THE 0264

A. RESPIRATORY SYSTEM.
B. DIGESTIVE SYSTEM.
*C. SKELETAL SYSTEM.

WE ARE THE WINDPIPE AND NOSE. WE ARE IN THE SAME SYSTEM AND WE HELP YOU BREATHE. WE ARE PART OF THE 0265
*A. RESPIRATORY SYSTEM.
B. DIGESTIVE SYSTEM.
C. SKELETON SYSTEM.

MY JOB IS TO GET OXYGEN INTO THE BODY AND LET CARBON DIOXIDE OUT. THE LUNGS AND DIAPHRAGM HELP ME. THE NAME OF MY SYSTEM IS THE 0266
*A. RESPIRATORY SYSTEM.
B. DIGESTIVE SYSTEM.
C. SKELETON SYSTEM.

OUR JOB IS TO GET FOOD READY TO BE USED BY THE BODY. WE BREAK IT ALL THE WAY DOWN UNTIL IT IS LIKE A LIQUID. WE BELONG TO A SYSTEM CALLED THE 0267
A. RESPIRATORY SYSTEM.
*B. DIGESTIVE SYSTEM.
C. SKELETAL SYSTEM.

WE ARE RESPONSIBLE FOR TEARING, GRINDING, AND CUTTING FOOD. WE ARE THE TEETH, 16 ON EACH JAW. THE SYSTEM WE BELONG TO IS THE 0268
A. RESPIRATORY SYSTEM.
*B. DIGESTIVE SYSTEM.
C. SKELETAL SYSTEM.

IT'S NICE TO BE ABLE TO MOVE AND STAND UP STRAIGHT. THAT'S WHAT I'M AROUND FOR. I AM KNOWN AS THE 0269
A. RESPIRATORY SYSTEM.
B. DIGESTIVE SYSTEM.
*C. SKELETAL SYSTEM.

THERE ARE HUNDREDS OF US AROUND. WE ARE THE CILIA OR TINY HAIRS WHICH LINE THE NOSE AND CLEAN OUR BODY'S AIR. WE BELONG TO THE 0270
*A. RESPIRATORY SYSTEM.
B. DIGESTIVE SYSTEM.
C. SKELETAL SYSTEM.

WE ARE THE INTESTINE TWINS. WE'RE BOTH IN THE SAME SYSTEM, BUT WE HAVE DIFFERENT JOBS. ONE OF US IS LARGE, AND THE OTHER IS SMALL IN SIZE. WE ARE MEMBERS OF THE 0271
A. RESPIRATORY SYSTEM.
*B. DIGESTIVE SYSTEM.
C. SKELETAL SYSTEM.

****

SKELETAL SYSTEM

THE STUDENT CAN DEMONSTRATE KNOWLEDGE OF THE FUNCTION OF THE SKELETAL SYSTEM BY SELECTING ITS MAIN BODY FUNCTION. %1□ 0048

SELECT THE BEST ANSWER FOR THE QUESTION.

THE SKELETAL SYSTEM DOES A SPECIAL JOB IN OUR BODIES. THIS JOB IS 0173

*A. MAKING A FRAME FOR OUR BODY.
B. HOLDING OUR BONES TOGETHER.
C. PUMPING BLOOD THROUGH OUR BODY.

****

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF TERMINOLOGY OF THE SKELETAL SYSTEM BY DISTINGUISHING, FROM A CHOICE OF THREE, THE ONE WORD WHICH PERTAINS TO THAT SYSTEM. %15□ 0049

READ THE THREE WORDS IN EACH GROUP CAREFULLY. MARK THE WORD WHICH BELONGS IN THE SKELETAL SYSTEM. 0027

A. MUSCLE 174
B. CHAMBER
*C. FRAME

A. BLOOD 175
B. SOFT
*C. PELVIS

*A. JOINT 176
B. TUBE
C. PUMP

*A. RIB CAGE 177
B. MOUTH
C. BREATHE

A. LUNGS 178
*B. SKULL
C. NERVES

*A. BONE 179
B. HEART
C. MEAT

A. INTESTINE 180
B. THROAT
*C. BACKBONE

A. STOMACH 181
*B. COLLARBONE
C. TEETH

*A. VERTEBRAE 182
B. ARTERY
C. MOLAR

A. IRIS 183
B. VEIN
*C. SPINE

A. OPTIC NERVE 184
*B. SPINAL COLUMN
C. OVAL WINDOW

A. SOCKET 185
*B. KNEE CAP
C. COCHLEA

*A. CLAVICLE
B. PUPIL
C. NERVE

186

A. WINDPIPE
*B. STERNUM
C. RETINA

187

A. TEETH
B. LENS
*C. ANKLE

188

****

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE SKELETAL SYSTEM BY IDENTIFYING ITS SPECIFIC PARTS ON A GIVEN DIAGRAM. %8¤
%NEED DIAGRAM OF SKELETAL SYSTEM¤

0050

LOOK AT THE DIAGRAM OF THE SKELETON. CERTAIN PARTS ARE NUMBERED. CIRCLE THE LETTER WHICH STANDS FOR THE CORRECT NAME OF THAT PART.

0028

%POINTING TO STERNUM¤
A. HEART
*B. STERNUM
C. SHOULDER

189

%POINTING TO PELVIS¤
*A. PELVIS
B. SPINE
C. VERTEBRA

190

%POINTING TO RIB CAGE¤
A. SCAPULA
*B. RIB CAGE
C. SKULL

191

%POINTING TO HIP JOINT¤
A. PELVIS
B. VERTEBRA
*C. HIP JOINT

192

%POINTING TO SKULL¤
A. BRAIN
*B. SKULL
C. NECK

193

%POINTING TO COLLAR BONE¤
*A. COLLAR BONE
B. STERNUM
C. SHOULDER

194

%POINTING TO SPINAL COLUMN¤
A. SPINAL CORD
B. SCAPULA
*C. SPINAL COLUMN

195

%POINTING TO KNEE CAP¤
*A. KNEE CAP

196

B. TIBIA
C. FEMUR

****

THE STUDENT WILL ANALYZE A SITUATION DEMONSTRATING THE DIFFERENT FUNCTIONS OF THE SKELETAL SYSTEM BY IDENTIFYING THE SPECIFIC FUNCTION BEING EXPLAINED IN A SITUATION. %2□ 0051

SELECT THE BEST ANSWER FOR THE QUESTION.

MR. ALEXANDER WAS WATCHING HIS SON BOB PLAY BASEBALL. SUDDENLY HE SAW A BALL COME FLYING AT HIM IN THE STANDS. BEFORE HE COULD MOVE THE BALL HIT HIM IN THE CHEST, BUT HE WASN'T HURT. 0197
IN THIS SITUATION, WHY WAS MR. ALEXANDER SO GLAD THAT HE HAD A STRONG SKELETON?
*A. HE WAS GLAD BECAUSE IT PROTECTED THE DELICATE ORGANS INSIDE HIS BODY.
B. HE WAS GLAD BECAUSE IT HELPED HIM SIT UP STRAIGHT.
C. HE WAS GLAD BECAUSE IT GAVE A SHAPE TO HIS BODY.

MARY JANE HAD A NEW RAG DOLL FILLED WITH ONLY SAWDUST. EVERYTIME SHE TRIED TO MAKE THE DOLL STAND UP, IT WOULD FALL RIGHT OVER AGAIN. BUT WHEN MARY JANE STOOD UP, SHE DIDN'T HAVE ANY TROUBLE STAYING STRAIGHT. 0198
IN THIS SITUATION, WHY WAS MARY JANE SO GLAD THAT SHE HAD A STRONG SKELETON?
A. SHE WAS GLAD BECAUSE IT PROTECTED THE DELICATE ORGANS INSIDE HER BODY.
*B. SHE WAS GLAD BECAUSE IT HELPED HER TO STAND AND SIT.
C. SHE WAS GLAD BECAUSE IT MADE A FRAME FOR HER BODY.

****

CHARACTERISTICS OF ANIMALS

THE STUDENT WILL DISTINGUISH BETWEEN CHARACTERISTICS OF PLANTS AND ANIMALS BY CAREFULLY CLASSIFYING STATEMENTS THAT PERTAIN TO EACH CLASSIFICATION. %13□ 0076

BY USING *A* FOR ANIMAL AND *B* FOR PLANT, PLACE THESE LETTERS IN FRONT OF THE CORRECT STATEMENT. 0045

HAVE 2 OR MORE FEET AND MOVE EASILY *A 323

HAVING TENDRILS *B 324

HAVING SCALES AND FINS *A 325

HAVING SEED COATS *B 326

HAVING HAIRY COVERINGS *A 327

EATING EACH OTHER *A 328

LIVING IN TREES AND BUSHES *A 329

HAVING ROOTS *B 330

HAVING LEAVES AND FLOWERS *B 331

HAVING YOUNG BORN ALIVE *A 332

HAVING SEED LEAVES AND EMBRYONIC ROOTS *B 0333

MAKES OWN FOOD *B 334

NEEDS LIGHT, WATER AND WARMTH TO GROW AND DEVELOP *B 0335

****

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO RECOGNIZE DIFFERENT FORMS OF ANIMAL LOCOMOTION BY IDENTIFYING THE APPROPRIATE FORM FOR GIVEN ANIMALS. %5¤ 0077

SELECT THE BEST ANSWER FOR THE QUESTION.

THE AMEBA MOVES BY 337
A. FLOATING THROUGH THE WATER.
B. MUSCLE CONTRACTION.
*C. EXTENDING A FOOT-LIKE PROJECTION OF PROTOPLASM %PSEUDOPOD¤ AND SLOWLY FILLS THE AREA MOVING FORWARD.

THE EUGLENA MOVES BY 338
A. ATTACKING ITSELF TO THE OUTER COVERINGS OF OTHER ANIMALS.
B. WALKING ABOUT SEEKING NEW PLACES TO FEED.
*C. A WHIP-LIKE ACTION WHICH IS LASHED THROUGH THE WATER AND THE ANIMAL IS TOWED BEHIND.

CLAMS MOVE FROM PLACE TO PLACE BY 339
A. ATTACHING THEIR CLAWS TO SOMETHING THEN PULLING THEMSELVES ALONG.
*B. SUCKERS WHICH WHEN PUSHED ALONG A SOLID SURFACE CREATE FRICTION AND ALLOW THEM TO HOLD ON.
C. OPENING THEIR SHELL AND HANGING ON TO ANOTHER ANIMAL.

FISH MOVE TO FIND NEW FEEDING GROUNDS BY MEANS OF 0340
*A. WIDE FLAT SURFACES CALLED APPENDAGES.
B. BODY MOVEMENTS IN SWIMMING LIKE HUMANS.
C. JUMP OUT OF WATER TO GAIN DISTANCE.

THE OCTOPUS MOVES BY 341
*A. TAKING IN WATER AND FORCING IT OUT.
B. ATTACHING THEIR TENTACLES TO OTHER ANIMALS AND ARE TOWED.
C. FLOAT ON DEBRIS IN THE SEA.

****

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF SURVIVAL TENDENCY BY IDENTIFYING THE ANIMALS THAT EXEMPLIFY DIFFERENT PROTECTIVE TRAITS. %6¤ 0078

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH ANIMALS MOVE SWIFTLY TO PROTECT THEMSELVES0 0342
*A. BIRDS AND RABBITS
B. SNAILS AND TURTLES

C. AMEBA AND EUGLENA

SOME ANIMALS HIDE BY PROTECTIVE COLORING OR CAMOUFLAGE. ONE IS A 0343
A. DOG.
*B. CHAMELEON.
C. HORSE.

SOME ANIMALS HAVE GLANDS THAT WILL SECRETE BAD-SMELLING SUB- 0344
STANCES. THEY ARE 344
A. BIRDS AND BATS.
B. TIGERS AND LIONS.
*C. SKUNKS AND SQUID.

THE ONE WHO LEAVES MANY SPINY OBJECTS IN THE SKIN OF THE ATTACK- 0345
ING ANIMALS IS
A. BEE.
*B. PORCUPINE.
C. ELEPHANT.

SOME ANIMALS LEAVE THEIR AREA TO MIGRATE OR HIBERNATE DURING THE 0346
COLD WEATHER. THEY ARE
A. MAN AND DOGS.
B. RABBITS AND FOXES.
*C. BIRDS AND BEARS.

SOME ANIMALS PROTECT THEMSELVES FROM ENEMIES BY BUILDING HOUSES. 0347
THEY ARE
*A. MAN AND BEAVERS.
B. FISH AND WHALES.
C. TIGERS AND LIONS.

****

THE STUDENT WILL APPLY HIS KNOWLEDGE OF ANIMAL APPEARANCE BY 0032
IDENTIFYING THOSE ANIMALS WHOSE YOUNG DO NOT RESEMBLE THE PARENT
IN APPEARANCE. %3□

TEACHER PROVIDES STUDENT WITH PICTURES OF THE 12 FOLLOWING 0016
ANIMALS--MOUSE, BUTTERFLY, FROG, CAT, HORSE, DOG, COW, TURTLE,
ELEPHANT, GIRAFFE, RABBIT, MOSQUITO.

TEACHER READS TO STUDENT.
I AM GOING TO SHOW YOU FOUR ANIMAL PICTURES. I WILL ASK A
QUESTION ABOUT THE ANIMALS SHOWN. TELL ME THE ANSWER TO THE
QUESTION BY POINTING TO A PICTURE. TEACHER CIRCLES STUDENT'S
RESPONSE.

TEACHER SHOWS PICTURES OF A BUTTERFLY, HORSE, COW, AND TURTLE. 1400117
ASK--WHEN IT IS A BABY, WHICH OF THESE ANIMALS IS VERY DIFFERENT 1400117
IN SHAPE FROM ITS PARENT? 1400117
*A. BUTTERFLY 1400117
B. HORSE 1400117
C. COW 1400117
D. TURTLE 1400117

TEACHER SHOWS PICTURES OF A CAT, FROG, DOG AND MOUSE. ASK-- 1400118
WHEN IT IS A BABY, WHICH OF THESE ANIMALS IS VERY DIFFERENT IN 1400118
SHAPE FROM ITS PARENT? 1400118
A. CAT 1400118
B. DOG 1400118

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  *C. FROG                                                          1400118
   D. MOUSE                                                         1400113

TEACHER SHOWS PICTURES OF AN ELEPHANT, A MOSQUITO, GIRAFFE AND        0119
RABBIT. ASK--WHEN IT IS A BABY, WHICH OF THESE ANIMALS IS VERY       1400119
DIFFERENT IN SHAPE FROM ITS PARENTS                                  1400119
   A. ELEPHANT                                                       1400119
  *B. MOSQUITO                                                       1400119
   C. GIRAFFE                                                        1400119
   D. RABBIT                                                         1400119

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE MAJOR STAGES IN      0074
THE LIFE CYCLE OF THE FROG BY CORRECTLY ORDERING THE STAGES OF
THE LIFE CYCLE.  %6□

START WITH LETTER *A* AND PLACE THE FOLLOWING CHARACTERISTICS          0044
INTO AN ORDER OF OCCURRENCE.

SINGLE CELL  *B                                                       307

EGGS HELD TOGETHER IN A JELLY LIKE SUBSTANCE  *A                      0308

TADPOLE %SWIMMING□  *C                                                309

TADPOLE %WITH FRONT LEGS□  *E                                         310

TADPOLE %WITH REAR LEGS□  *D                                          311

ADULT FROG  *F                                                        312

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THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF ANIMAL BEGINNINGS        0039
BY DIFFERENTIATING BETWEEN THOSE ANIMALS THAT HATCH FROM AN EGG
AND THOSE THAT ARE BORN ALIVE.  %5□

TEACHER READS TO THE STUDENT.                                          17
I AM GOING TO READ SOME QUESTIONS ABOUT ANIMALS. I WILL ALSO
READ SOME ANSWERS TO THE QUESTIONS. TELL ME WHICH ANSWER IS THE
BEST. TEACHER READS QUESTIONS AND ANSWERS TO STUDENT, AND CIRCLES
STUDENT'S RESPONSE.
WHICH ANIMAL HERE HATCHES FROM AN EGG0                                1400132
   A. DOG                                                             1400132
  *B. DUCK                                                            1400132
   C. FOX                                                             1400132
   D. SHEEP                                                           1400132

WHICH ANIMAL HERE HATCHES FROM AN EGG0                                1400133
   A. BEAR                                                            1400133
   B. DEER                                                            1400133
  *C. TURTLE                                                          1400133
   D. MONKEY                                                          1400133

WHICH ANIMAL HERE HATCHES FROM AN EGG0                                1400134
  *A. TURTLE                                                          1400134
   B. MOUSE                                                           1400134
   C. CAT                                                             1400134
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  D. GOAT                                                              1400134

WHICH ANIMAL HERE IS BORN ALIVE0                                       1400135
  A. BIRD                                                              1400135
  B. CHICKEN                                                           1400135
  C. TURTLE                                                              135
 *D. RABBIT                                                            1400135

WHICH ANIMAL HERE IS BORN ALIVE0                                       1400136
 *A. COW                                                               1400136
  B. LIZARD                                                            1400136
  C. TURTLE                                                            1400136
  D. SPIDER                                                            1400136


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THE STUDENT WILL DEMONSTRATE HIS ABILITY TO CLASSIFY THE FIVE            0040
CLASSES OF ANIMALS WITHIN THE GROUP OF VERTEBRATES %MAMMAL,
REPTILE, AMPHIBIAN, BIRD, FISH¤ BY IDENTIFYING ANIMAL CHARACTERIS-
TICS FOR EACH GROUP.  %5¤

TEACHER READS TO THE STUDENT.                                              22
I WILL ASK YOU SOME QUESTIONS ABOUT GROUPS OF ANIMALS WITHIN
THE ANIMAL KINGDOM. LISTEN TO THE ANSWERS, AND TELL ME WHICH
ANSWER IS CORRECT.

TO WHICH GROUP DO THESE 3 ANIMALS BELONG--A BEAR, MOUSE AND            1400137
HUMAN0                                                                 1400137
  A. REPTILE                                                           1400137
 *B. MAMMAL                                                            1400137
  C. BIRD                                                              1400137
  D. AMPHIBIAN                                                         1400137

TO WHICH GROUP DO THESE 3 ANIMALS BE'ONG--A TURTLE, LIZARD AND         1400138
SNAKE0                                                                 1400138
  A. MAMMAL                                                            1400138
  B. AMPHIBIAN                                                         1400138
  C. BIRD                                                              1400138
 *D. REPTILE                                                           1400138

TO WHICH GROUP DO THESE 3 ANIMALS BELONG--A FROG, SALAMANDER           1400139
AND TOAD0                                                              1400139
  A. REPTILE                                                           1400139
 *B. AMPHIBIAN                                                         1400139
  C. BIRD                                                              1400139
  D. MAMMAL                                                            1400139

TO WHICH GROUP DO THESE 3 ANIMALS BELONG-- A CHICKEN, SPARROW          1400140
AND TURKEY0                                                            1400140
  A. AMPHIBIAN                                                         1400140
  B. REPTILE                                                           1400140
 *C. BIRD                                                              1400140
  D. FISH                                                              1400140

TO WHICH GROUP DO THESE 3 ANIMALS BELONG--A GUPPY, SHARK AND           1400141
AND SALMON0                                                            1400141
 *A. FISH                                                              1400141
  B. REPTILE                                                           1400141
  C. AMPHIBIAN                                                         1400141
  D. MAMMAL                                                            1400141
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THE STUDENT WILL ANALYZE PICTURES OF ANIMALS BY IDENTIFYING SIMILARITIES AND DIFFERENCES IN AN ANIMAL,S APPEARANCE OR HABITS. %2□ 0031

TEACHER READS TO STUDENT.
I AM GOING TO SHOW YOU SOME ANIMAL PICTURES AND ASK SOME QUESTIONS ABOUT THEM. LISTEN TO THE ANSWERS, AND TELL ME WHICH ONE IS CORRECT. 15

SHOW PICTURES OF A CHICKEN, DUCK, TURKEY AND BIRD. ASK-- HOW ARE ALL OF THESE ANIMALS ALIKE0 1400114
A. THEY HAVE 4 LEGS. 1400114
*B. THEY HAVE FEATHERY COVERING. 1400114
C. THEY LIVE IN TREES. 114
D. THEY ARE THE SAME COLOR. 1400114
1400114

SHOW PICTURES OF A COW, DOG, CAT AND SQUIRREL. ASK--HOW ARE ALL OF THESE ANIMALS ALIKE0 1400115
A. THEY HAVE SHORT TAILS. 1400115
B. THEY PROVIDE US WITH FOOD. 1400115
C. THEY ARE MEAT EATERS. 1400115
*D. THEY ARE MAMMALS. 1400115
1400115

****

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE FOOD HABITS OF ANIMALS BY DIFFERENTIATING BETWEEN CARNIVOROUS, HERBIVOROUS AND OMNIVEROUS ANIMALS. %3□ 0041

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH ANIMAL IN THIS GROUP IS A MEAT-EATER 1400142
A. HORSE 1400142
B. GRASSHOPPER 1400142
*C. FOX 1400142
D. GIRAFFE 1400142

WHICH ANIMAL IN THIS GROUP IS A PLANT-EATER 1400143
A. SHARK 1400143
B. LION 1400143
C. WOLF 1400143
*D. COW 1400143

WHICH ANIMAL IN THIS GROUP EATS BOTH PLANTS AND MEAT 1400144
*A. HUMAN 1400144
B. CATERPILLER 1400144
C. TIGER 1400144
D. DEER 1400144

****

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE DISTINGUISHING CHARACTERISTICS OF MAMMALS BY IDENTIFYING REASONS FOR CLASSIFYING A GIVEN SET OF ANIMALS AS MAMMALS. %2□ 0042

THE TEACHER READS TO THE STUDENT. 23
I AM GOING TO NAME A GROUP OF ANIMALS AND SOME REASONS WHY THEY MAY BE CONSIDERED MAMMALS. TELL ME WHICH REASON IS THE CORRECT ONE.

AN ELEPHANT, A BEAR AND A GIRAFFE ARE MAMMALS BECAUSE 1400145
A. THEY ALL HAVE FOUR LEGS. 1400145
*B. THE MOTHER PRODUCES MILK FOR THE BABY. 1400145
C. THEY ALL GROW TO BE VERY BIG. 1400145
D. THEY ARE PLANT AND MEAT EATERS. 1400145

A HORSE, A COW AND A SHEEP ARE MAMMALS BECAUSE 1400146
*A. THEY HAVE A BODY COVERING OF HAIR OR FUR. 1400146
B. THEY ARE PLANT EATERS. 1400146
C. THEY HAVE TEETH FOR CHEWING THEIR FOOD. 1400146
D. THEY CAN WALK ON FOUR FEET. 1400146

****

THE STUDENT DEMONSTRATES HIS COMPREHENSION OF ANIMAL CHARACTER- 0030
ISTICS BY DETERMINING THE SIMILARITIES OF ANIMALS FROM GIVEN PICTURES. %4□

TEACHER READS TO STUDENT.
I AM GOING TO SHOW YOU SOME ANIMAL PICTURES AND ASK SOME QUESTIONS ABOUT THEM. LISTEN TO THE ANSWERS, AND TELL ME WHICH ONE IS CORRECT.

SHOW PICTURES OF ELEPHANT AND BEE. ASK--IN WHAT WAY IS THE 1400110
ELEPHANT LIKE THE BEE? 1400110
A. THEY HAVE THE SAME NUMBER OF LEGS. 1400110
B. THEY ARE THE SAME COLOR. 1400110
C. THEY ARE THE SAME SIZE AND WEIGHT. 1400110
*D. THEY CAN MOVE FROM PLACE TO PLACE. 1400110

SHOW PICTURES OF BEE AND SNAKE. ASK--IN WHAT WAY IS THE BEE 1400111
LIKE THE SNAKE? 1400111
A. THEY DON'T HAVE LEGS. 1400111
B. THEY ARE THE SAME SHAPE. 1400111
*C. THEY NEED FOOD TO LIVE. 1400111
D. THEIR HOMES ARE THE SAME. 1400111

SHOW PICTURES OF SNAKE AND FISH. ASK--IN WHAT WAY IS THE SNAKE 1400112
LIKE A FISH? 1400112
*A. THEY HAVE NO LEGS. 1400112
B. THEY ARE THE SAME COLOR. 1400112
C. THEY LIVE IN THE SAME KIND OF PLACE. 1400112
D. THEY ARE THE SAME SHAPE. 1400112

SHOW PICTURES OF FISH AND ELEPHANT. ASK--IN WHAT WAY IS THE FISH 1400113
LIKE THE ELEPHANT? 1400113
A. THEY ARE THE SAME COLOR. 1400113
B. THEY HAVE 4 LEGS. 1400113
*C. THEY NEED WATER. 1400113
D. THEY ARE THE SAME SIZE. 1400113

****

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF THE CONCEPT THAT ANIMALS DIFFER IN THEIR OUTER COVERING BY SELECTING THE CORRECT COVERING FOR A GIVEN SET OF ANIMALS. %4□ 0028

THE TEACHER READS TO THE STUDENT.
I AM GOING TO ASK YOU SOME THINGS ABOUT THE OUTER COVERING OF ANIMALS. TELL ME WHICH WORD DESCRIBES THE OUTER COVERING YOU WOULD SEE ON EACH OF THESE ANIMALS. READ THE FOLLOWING QUESTIONS AND ANSWERS TO THE STUDENT. 13

WHAT IS THE OUTER COVERING OF A FISH0 99
A. SHELL 1400099
B. FEATHERS 1400099
C. SKIN 1400099
*D. SCALES 1400099

WHAT IS THE OUTER COVERING OF A TURTLE0 100
A. FUR 1400100
B. FEATHERS 1400100
*C. SHELL 1400100
D. SCALES 1400100

WHAT IS THE OUTER COVERING OF A BIRD0 101
*A. FEATHERS 1400101
B. FUR 1400101
C. SCALES 1400101
D. SHELL 1400101

WHAT IS THE OUTER COVERING OF AN ELEPHANT0 102
A. FUR 1400102
B. SHELL 1400102
C. SCALES 1400102
*D. THICK HIDE 1400102

****

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF ANIMAL HABITATS BY SELECTING THE TYPE OF HOME OF A BIRD, FISH, GROUND HOG AND FOX. %4□ 0029

TEACHER READS TO STUDENT.
I WILL READ SOME STATEMENTS ABOUT ANIMALS HOMES. TELL ME WHICH WORD DESCRIBES THE KIND OF HOME EACH OF THESE ANIMALS HAS. READ THE QUESTIONS AND ANSWERS TO THE STUDENT. CIRCLE THE STUDENT'S RESPONSE. 14

THE HOME OF A BIRD IS
A. A DEN. 1400103
B. A POND. 1400103
C. A BURROW. 1400103
*D. A NEST. 1400103
1400103

THE HOME OF A FISH IS
A. A NEST. 1400104
*B. A POND. 1400104
C. A BURROW. 1400104
D. A DEN. 1400104
1400104

THE HOME OF A GROUND HOG IS
A. A DEN. 1400105
1400105

B. A HIVE. 1400105
*C. A BURROW. 1400105
D. A TREE. 1400105

THE HOME OF A FOX IS 1400106
A. A TREE. 1400106
B. A POND. 1400106
C. A NEST. 1400106
*D. A DEN. 1400106

****

THE STUDENT WILL SHOW HIS ABILITY TO DISTINGUISH BETWEEN RELEVANT AND NON RELEVANT FACTS RELATED TO ANIMALS BY CORRECTLY IDENTIFYING THE RELEVANT PHRASES. %21¤ 0083

SELECT THE FACT WHICH WOULD BEST HELP YOU WRITE A PARAGRAPH ON THE FOLLOWING IDEAS ABOUT PLANTS. 0057

SOME PLANTS ARE LARGE AND SOME PLANTS ARE SMALL. 0419
A. MOST PLANTS ARE GREEN WHEN THEY ARE GROWING.
*B. DANDELIONS ARE SMALL PLANTS. TREES ARE LARGE PLANTS.
C. ROSES SMELL VERY SWEET.

MOST PLANTS GROW FROM SEEDS. 420
*A. FRUIT TREES ARE ONE KIND OF PLANT THAT GROW FROM SEEDS.
B. SEEDS NEED WATER IN ORDER TO GROW.
C. SOME FRUIT

PLANTS ARE USEFUL TO US. 421
A. PLANTS OFTEN LOOK GOOD AND SMELL NICE.
*B. MANY PLANTS GIVE US FOOD.
C. SOME ANIMALS MAKE THEIR HOMES UNDER PLANTS.

LEAVES ARE IMPORTANT TO MOST PLANTS. 422
*A. FEED FOR SOME PLANTS IS MADE IN ITS LEAVES.
B. LEAVES SOMETIMES MAKE A PLANT MORE BEAUTIFUL.
C. LEAVES OF SOME PLANTS CHANGE COLOR IN AUTUMN.

STEMS ARE AN IMPORTANT PART OF MANY PLANTS. 0423
A. SOME STEMS ARE THORNY.
*B. STEMS CARRY WATER AND FOOD TO THE LEAVES AND FRUIT OF THE PLANT.
C. SOME STEMS ARE VERY THICK.

SELECT THE FACT WHICH WOULD BEST HELP YOU TO WRITE A PARAGRAPH ON THE FOLLOWING IDEAS ABOUT PLANTS AND SEEDS. 0058

SEEDS ARE SCATTERED BY WIND, BY BIRDS AND BY ANIMALS. 0424
A. MOST PLANTS HAVE SEEDS.
*B. SQUIRRELS OFTEN CARRY NUTS WHICH CONTAIN SEEDS FROM PLACE TO PLACE.
C. SEEDS USUALLY HAVE A COVERING TO PROTECT THEM.

NEW PLANTS WILL GROW FROM SEEDS WHEN CONDITIONS ARE GOOD. 0425
*A. NEW PLANTS WILL GROW FROM SEEDS PLANTED IN GOOD SOIL.
B. THERE ARE MANY KINDS OF SEEDS.
C. SOME SEEDS ARE EDIBLE.

SOME PLANTS LIVE FOR YEAR AFTER YEAR. 426

A. MANY PLANTS DIE AFTER ONE SEASON.
B. SOME PLANTS GROW VERY TALL.
*C. SOME PLANTS, SUCH AS TREES, LIVE FOR HUNDREDS OF YEARS.

SOME INSECTS DESTROY PLANTS. 427
*A. CERTAIN WORMS EAT THE FRUIT OF PLANTS.
B. SOME INSECTS LIKE THE SWEET LIQUID IN CERTAIN FLOWERS.
C. SOME INSECTS USE THE LEAVES OF PLANTS AS PROTECTION.

SEEDS ARE FOUND IN MANY DIFFERENT PLACES ON PLANTS. 0428
A. SEEDS ARE OF MANY DIFFERENT SHAPES.
*B. MANY PLANTS GROW SEEDS IN CLUSTERS AT THE TOP OF THEIR STEMS.
C. BIRDS LIKE TO EAT SEEDS.

****

THE STUDENT CAN DETERMINE THOSE BABY ANIMALS THAT ARE DEPENDENT UPON THE PARENT, AND THOSE THAT ARE NOT BY COMPARING DEGREE OF DEPENDENCE WITHIN A GIVEN SET OF ANIMALS. %3¤ 0033

TEACHER READS TO THE STUDENT.
I AM GOING TO READ SOME QUESTIONS ABOUT ANIMALS. I WILL ALSO READ SOME ANSWERS TO THE QUESTIONS. TELL ME WHICH ANSWER IS THE BEST. TEACHER READS QUESTIONS AND ANSWERS TO STUDENT, AND CIRCLES STUDENT RESPONSE.

WHICH OF THESE BABY ANIMALS IS *MOST* DEPENDENT UPON ITS PARENTSO 1400120
A. A TURTLE 1400120
B. A FISH 1400120
*C. A HUMAN 1400120
D. A SNAKE

WHICH OF THESE BABY ANIMALS IS *MOST* DEPENDENT UPON ITS PARENTSO 1400121
*B. BIRD 1400121
C. SNAKE 1400121
D. SNAIL 1400121
1400121

WHICH OF THESE ANIMALS IS *LEAST* DEPENDENT UPON ITS PARENTSO 1400122
A. KITTEN 1400122
B. PUPPY 1400122
*C. FISH 1400122
D. LION 1400122
1400122

****

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF ANIMAL CHARACTERISTICS BY SELECTING THE ANIMAL THAT BEST FITS GIVEN CHARACTERISTICS. %11¤ 0073

SELECT THE BEST ANSWER FOR THE QUESTION.

THE CHARACTERISTICS OF MAMMALS ARE 296
*A. HAVE HAIR, GIVE BIRTH TO YOUNG ALIVE.
B. HAVE SCALES AND ARE COLD BLOODED.
C. LIVE ONLY ON LAND.

THE SAMLLEST ANIMAL LIVING IN THE WATER IS... 297

A. FISH.
*B. AMEBA.
C. WHALE.

THE LARGEST ANIMAL LIVING ON LAND. 298
A. MAN
*B. ELEPHANT
C. COW

THE LARGEST BIRD LIVING ON LAND. 299
A. EAGLE
B. CROW
*C. OSTRICH

THE LARGEST ANIMAL LIVING IN THE WATER IS 300
A. SEAL.
*B. BLUE WHALE.
C. OTTER.

THE ANIMALS WHICH ARE BEST SUITED FOR THE COLD ARCTIC ARE 0301
A. ELK.
*B. POLAR BEARS.
C. BLACK BEARS.

THE ANIMALS WHICH ARE BEST SUITED TO LIVE IN THE TROPIC AREAS OF THE EARTH ARE 0302
A. FROGS.
*B. LIONS.
C. MAN.

THE ANIMALS BEST SUITED TO LIVE IN THE DRY OR DESERT AREAS OF THE EARTH ARE 0303
*A. HORNED TOADS.
B. RABBITS.
C. MAN.

THE ANIMALS BEST SUITED TO LIVE IN THE FORESTS OR JUNGLES ARE 0304
A. ZEBRAS.
*B. MONKEYS.
C. HORNED TOADS.

THE ANIMALS BEST SUITED TO LIVE ON THE PLAINS ARE 0305
*A. BUFFALOS.
B. LEOPARDS.
C. MONKEYS.

THE ANIMALS BEST SUITED TO LIVE IN BOTH COLD AND WARM SEASONS ARE 0306
A. HORNED TOADS.
*B. SQUIRRELS.
C. ZEBRAS.

****

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF MEANS FOR GATHERING FOOD BY ANIMALS BY IDENTIFYING PROCESSES AND SOURCES OF FOOD FOR DIFFERENT ANIMALS. %10□ 0075

SELECT THE BEST ANSWER FOR THE QUESTION.

THE AMEBA INGESTS HIS FOOD BY 313

A. EATING SMALL PLANTS AND DEBRIS FROM THE WATER.
*B. WRAPPING HIMSELF AROUND THE FOOD AND TAKING IT INTO IT.S BODY.
C. EATING OTHER AMEBA.

THE EARTHWORM GETS FOOD BY 314
A. EATING INSECTS.
B. EATING OTHER WORMS.
*C. SWALLOWING SOIL AND DIGESTING THE PLANT AND ANIMAL LIFE IN THE SOIL.

THE FEMALE MOSQUITO GETS HER FOOD BY 315
A. EATING OTHER INSECTS.
*B. SUCKING BLOOD THROUGH THE SKIN OF MAMMALS.
C. THE PLANT LIFE IN THE PONDS AND GRASSES.

THE CLOTHES MOTH GETS ITS FOOD FROM 316
A. SMALL PLANT LIFE OUTSIDE.
*B. THE ORGANIC SUBSTANCES FOUND IN SOILED CLOTHING.
C. EATING EACH OTHER.

THE BEE MAKES ITS FOOD FROM 317
*A. THE PERFUMED NECTAR OF THE FLOWERS.
B. THE HONEY COMB IN THE HIVE.
C. THE PEOPLE THEY STING.

SOME SNAKES GET THEIR FOOD BY 318
A. POISONING THEIR PREY AND SUCKING THE BLOOD.
*B. SWALLOWING SMALL ANIMALS WHOLE.
C. BITING OTHER ANIMALS.

MOST BIRDS GET THEIR FOOD FROM 319
A. TREES AND PLANTS.
*B. PLANTS SEEDS AND INSECTS.
C. OTHER BIRDS.

A DEER GETS ITS FOOD FROM 320
A. EATING EACH OTHER.
*B. GRASS. LEAVES AND SOFT PARTS OF PLANTS.
C. FROM POND LIFE.

LIONS. TIGERS AND WOLVES CAN MOVE VERY FAST SO THEY GET THEIR FOOD FROM 0321
A. LEAVES OF TREES AND OTHER PLANT LIFE.
B. PEOPLE FEEDING THEM.
*C. CATCHING OTHER ANIMALS.

MOST WHALES GET FOOD FROM 322
A. EATING PEOPLE AND FISH.
B. FLOATING BRANCHES AND DEBRIS FROM SHORE.
*C. TINY PLANTS AND ANIMALS CALLED ALGAE AND PLANKTON.

****

THE STUDENT WILL RECALL THE THREE BODY PARTS OF AN INSECT BY IDENTIFYING EACH PART FROM A GIVEN DIAGRAM. %2□ 0018

CHOOSE THE LETTER WHICH REPRESENTS THE *THORAX* SECTION OF A GRASSHOPPER. 0007

THORAX 48
A. ARROW POINTING TO HEAD 1400048
*B. ARROW POINTING TO THORAX 1400048
C. ARROW POINTING TO ABDOMEN 1400048

CHOOSE THE LETTER WHICH REPRESENTS THE *ABDOMEN* SECTION OF A GRASSHOPPER. 0008 1400049

ABDOMEN 49
*A. ARROW POINTING TO ABDOMEN 1400049
B. ARROW POINTING TO HEAD 1400049
C. ARROW POINTING TO THORAX 1400049

****

THE STUDENT WILL RECALL THE THREE STAGES OF INSECT GROWTH--EGG, NYMPH AND ADULT BY CORRECTLY IDENTIFYING THE SEQUENTIAL ORDER OF DEVELOPMENT. %1□ 0019

SELECT THE LETTER THAT REPRESENTS THE CORRECT ORDER OF INSECT DEVELOPMENT. 0009

A. BIRTH, BABY, ADULT
*B. EGG, NYMPH, ADULT 51
C. NYMPH, EGG, ADULT
D. EGG, FEMALE, ADULT

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THE STUDENT CAN APPLY HIS KNOWLEDGE THAT MANY INSECTS ARE PROTECTED BY COLOR, BY CHOOSING THE SAFEST HABITAT FOR A GIVEN INSECT OF A GIVEN COLOR. %1□ 0020

INDICATE WHICH INSECT IS MORE SAFELY LOCATED. 10

*A. A BLUE GREEN CATERPILLER FEEDING ON A GREEN LEAF. 1400063
B. A BROWN MONARCH BUTTERFLY FEEDING ON A GREEN LEAF. 1400063
C. A BROWN GRASSHOPPER FEEDING ON A BLADE OF GREEN GRASS. 1400063

****

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF SOCIAL INSECTS BY IDENTIFYING CHARACTERISTICS OF SOCIAL INSECTS FROM A LIST. %1□ 0021

SELECT THE CHARACTERISTIC WHICH CLASSIFIES A GROUP OF INSECTS AS SOCIAL. 0011

*A. SOCIAL INSECTS LIVE TOGETHER AND SHARE THE WORK. 1400064
B. SOCIAL INSECTS DEPEND ON PEOPLE FOR THEIR EXISTENCE. 1400064
C. SOCIAL INSECTS MUST ALWAYS LIVE NEAR PEOPLE. 1400064

****

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF INSECT IDENTIFICATION BY MATCHING A GIVEN PICTURE OF A LADYBIRD BEETLE, CRICKET, JAPANESE BEETLE AND PRAYING MANTIS WITH ITS NAME. %6□ 0017

SELECT THE PICTURE THAT BEST ANSWERS THE QUESTION. 06

CIRCLE THE LETTER WHICH SHOWS A GRASSHOPPER. 1400042
*A. PICTURE OF GRASSHOPPER 1400042
B. PICTURE OF APHID 1400042
C. PICTURE OF LADYBIRD BEETLE 1400042
D. PICTURE OF A CRICKET 1400042
E. PICTURE OF A JAPANESE BEETLE 1400042

CIRCLE THE LETTER WHICH SHOWS AN APHID. 1400043
A. PICTURE OF PRAYING MANTIS 1400043
B. PICTURE OF A JAPANESE BEETLE 1400043
C. PICTURE OF A CRICKET 1400043
*D. PICTURE OF AN APHID 1400043
E. PICTURE OF A LADYBIRD BEETLE 1400043

CIRCLE THE LETTER WHICH SHOWS A CRICKET. 1400044
A. PICTURE OF A PRAYING MANTIS 1400044
*B. PICTURE OF A CRICKET 1400044
C. PICTURE OF A LADYBIRD BEETLE 1400044
D. PICTURE OF A PRAYING MANTIS 1400044
E. PICTURE OF A JAPANESE BEETLE 1400044

CIRCLE THE LETTER WHICH SHOWS A PRAYING MANTIS. 1400045
A. PICTURE OF A LADYBIRD BEETLE 1400045
B. PICTURE OF A JAPANESE BEETLE 1400045
C. PICTURE OF A CRICKET 1400045
D. PICTURE OF A GRASSHOPPER 1400045
*E. PICTURE OF A PRAYING MANTIS 1400045

CIRCLE THE LETTER WHICH SHOWS A JAPANESE BEETLE. 1400046
*A. PICTURE OF A JAPANESE BEETLE 1400046
B. PICTURE OF A LADYBIRD BEETLE 1400046
C. PICTURE OF A PRAYING MANTIS 1400046
D. PICTURE OF AN APHID 1400046
E. PICTURE OF A GRASSHOPPER 1400046

CIRCLE THE LETTER WHICH SHOWS A LADYBIRD BEETLE. 1400047
A. PICTURE OF A CRICKET 1400047
B. PICTURE OF A GRASSHOPPER 1400047
C. PICTURE OF AN APHID 1400047
D. PICTURE OF A PRAYING MANTIS 1400047
*E. PICTURE OF A LADYBIRD BEETLE 1400047

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THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE TERMS RELATIVE TO THE HONEYBEE BY MATCHING THE DEFINITION WITH THE WORD IT DESCRIBES. %7¤ 0022

SELECT THE BEST ANSWER FOR THE QUESTION.

A FINE POWDERY SUBSTANCE FOUND ON THE TIP OF THE STAMEN OR ANTHER OF THE FLOWER IS CALLED 0065
A. NECTAR. 1400065
B. BEE BREAD. 1400065
*C. POLLEN. 1400065

A MIXTURE OF NECTAR AND POLLEN IS CALLED 1400066
A. HATCH. 1400066

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 *B. BEE BREAD.                                                          1400066
  C. CELL.                                                               1400066

MALE BEES WHO FERTILIZE THE EGGS OF THE QUEEN ARE CALLED                 1400067
 *A. DRONES.                                                             1400067
  B. WORKERS.                                                            1400067
  C. SCOUTS.                                                             1400067

SIX-SIDED COMPARTMENTS MADE OF WAX AND THAT CONTAIN HONEY ARE            1400068
CALLED                                                                   1400068
  A. HIVES.                                                              1400068
  B. HATCHES.                                                            1400068
 *C. CELLS.                                                              1400068

THE MOTHER OF ALL BEES IN ONE FAMILY IS CALLED A                         1400069
  A. DRONE.                                                              1400069
 *B. QUEEN.                                                              1400069
  C. SCOUT.                                                              1400069

A GROUP OF YOUNG BEES LEAVING THEIR INDIVIDUAL CELLS FOR THE             1400070
FIRST TIME IS CALLED A                                                   1400070
  A. NECTAR.                                                             1400070
  B. HIVE.                                                               1400070
 *C. HATCH.                                                              1400070

A WOODEN BOX WITH PARTITIONS MADE BY MAN THAT SERVES AS A HOME              0071
FOR BEES IS CALLED A                                                     1400071
 *A. HIVE.                                                               1400071
  B. HATCH.                                                              1400071
  C. SHELTER.                                                            1400071


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THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE DIFFERENT CLASS-              0023
IFICATIONS OF HONEYBEES BY MATCHING THE DEFINITION OR FUNCTION
TO THE BEE IT DESCRIBES.  %5¤

SELECT THE BEST ANSWER FOR THE QUESTION.

THE SMALLEST OF ALL ADULT BEES IS A                                      1400074
  A. DRONE.                                                              1400074
  B. QUEEN.                                                              1400074
 *C. WORKER.                                                             1400074

A BEE WHO GATHERS NECTAR AND CONSTRUCTS HONEYCOMB SECRETED BY            1400075
ITS BODY IS CALLED A                                                     1400075
  A. QUEEN.                                                              1400075
 *B. WORKER.                                                             1400075
  C. DRONE.                                                              1400075

A BEE WHO FINDS SOURCES OF NECTAR AND POLLEN AND DIRECTS OTHER           1400076
BEES TO THE LOCATION IS CALLED A                                         1400076
 *A. SCOUT.                                                              1400076
  B. WORKER.                                                             1400076
  C. QUEEN.                                                              1400076

A BEE WHO IS THE FATHER OF YOUNG BEES IS CALLED A                        1400077
 *A. DRONE.                                                              1400077
  B. SCOUT.                                                              1400077
  C. WORKER.                                                             1400077
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A BEE WHO LAYS ALL THE EGGS FROM WHICH THE YOUNG BEES ARE HATCHED IS CALLED A 1400078
1400078
A. WORKER. 1400078
B. SCOUT. 1400078
*C. QUEEN. 1400078

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PLANTS

THE STUDENT WILL DEMONSTRATE HIS COMPREHENSION OF PLANT ADAPTATION TO ENVIRONMENT BY RECOGNIZING PLANT CHARACTERISTICS THAT DETERMINE WHERE PLANTS GROW. %3□ 0043

TEACHER READS TO THE STUDENT. 24
I AM GOING TO READ SOME QUESTIONS TO YOU ABOUT PLANTS AND WHERE THEY GROW. LISTEN TO THE ANSWERS, AND TELL ME WHICH ONE IS CORRECT.

WHICH PLANT IN THE GROUP NEEDS TO GROW IN WATER--CACTUS, ALGAE, MUSHROOM, DANDELION? 0154
1400154
A. CACTUS 1400154
*B. ALGAE
C. MUSHROOM 1400154
D. DANDELION 1400154

WHICH PLANT IN THIS GROUP GETS ITS FOOD FROM OTHER PLANTS? 1400155
A. MAPLE 1400155
B. SPRUCE 1400155
*C. MUSHROOM 1400155
D. CLOVER 1400155

WHICH PLANT IN THIS GROUP DOES *NOT* GROW IN SOIL? 0156
A. OAK
B. ELM
C. CLOVER
*D. ALGAE

****

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF PLANT STRUCTURE BY SELECTING THE FUNCTION OF THE ROOT, STEM AND LEAVES. %3□ 0044

THE TEACHER READS TO THE STUDENT. 25
I AM GOING TO READ SOME QUESTIONS ABOUT PARTS OF PLANTS. THINK ABOUT WHAT THAT PART DOES FOR THE PLANT. LISTEN TO THE ANSWER AND TELL ME WHICH ONE IS CORRECT.

WHAT DOES THE ROOT DO FOR THE PLANT? 1400157
A. IT ABSORBS SUNLIGHT. 1400157
*B. IT TAKES IN WATER. 1400157
C. IT HOLDS UP THE LEAVES. 1400157
D. IT MAKES THE PLANT MOVE. 1400157

WHAT DOES THE STEM DO FOR THE PLANT? 1400158

A. IT MAKES THE SOIL SOFT. 1400158
B. IT MAKES SEEDS. 1400158
*C. IT TAKES WATER TO THE LEAVES. 1400158
D. IT FORMS THE ROOTS. 1400158

WHAT DO THE LEAVES DO FOR THE PLANT? 1400159
A. THEY HOLD THE PLANT IN THE SOIL. 1400159
B. THEY FORM SEEDS. 1400159
C. THEY MAKE FLOWERS. 1400159
*D. THEY PRODUCE FOOD FOR THE PLANT. 1400159

****

THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF PHOTOSYNTHESIS OF PLANTS BY SELECTING THE PLANT PARTS AND THEIR FUNCTIONS IN THIS PROCESS. %4¤ 0045

THE TEACHER READS TO THE STUDENT.
I AM GOING TO READ SOME QUESTIONS ABOUT PARTS OF PLANTS. THINK ABOUT WHAT THAT PART DOES FOR THE PLANT. LISTEN TO THE ANSWER AND TELL ME WHICH ONE IS CORRECT.

WHICH PLANTS ARE ABLE TO MAKE THEIR OWN FOOD? 1400160
*A. PLANTS THAT ARE GREEN 1400160
B. PLANTS THAT GROW ON OTHER PLANTS 1400160
C. PLANTS THAT ARE WHITE 1400160
D. PLANTS THAT HAVE NO COLOR 1400160

IN WHICH PART OF THE PLANT IS FOOD PRODUCED? 0161
A. IN THE STEM 1400161
B. IN THE ROOT 1400161
*C. IN THE LEAVES 1400161
D. IN THE FLOWER 1400161

WHAT ARE THE THINGS GREEN PLANTS NEED IN ORDER TO MAKE FOOD? 1400162
A. GRASS, FRUIT, ANIMALS, TREES 1400162
*B. SUNLIGHT, AIR, WATER, MINERALS 1400162
C. BIRDS, WIND, COLD, FLOWERS 1400162
D. BULBS, BUDS, MAMMALS, SAND 1400162

WHAT HAPPENS TO FOOD MADE BY PLANTS? 163
A. IT IS GIVEN OFF BY THE PLANT. 1400163
*B. IT IS USED BY THE PLANT AND STORED. 1400163
C. IT GOES INTO THE SOIL. 1400163
D. IT GOES INTO THE WATER. 1400163

****

THE STUDENT WILL RECALL THE REPRODUCTIVE ORGANS OF THE FLOWER BY MATCHING THE FLOWER PART WITH ITS CORRECT DEFINITION. %4¤ 0071

MATCH THE FLOWER PART WITH ITS CORRECT DEFINITION. 0042
A. CONTAINS EGG CELLS
B. POLLEN GRAINS ARE YELLOW
C. PRODUCES POLLEN GRAINS
D. PRODUCES OVULES WHICH CONTAIN EGG CELLS
E. PROTECT THE REPRODUCTIVE ORGANS OF THE FLOWER

PISTIL *D 289

STAMEN *C 290

OVARY *A 291

PETALS *E 292

****

THE STUDENT WILL RECALL THE PARTS OF A SEED BY CORRECTLY ASSOCIATING A POINT ON A DIAGRAM TO THE WORD IT IDENTIFIES. %3¤ 0072
%NEED DIAGRAM OF SEED¤

MARK THE LETTER AFTER THE NUMBER IT IDENTIFIES. 0043

SEED COAT 293

YOUNG LEAD 294

YOUNG ROOT 295

****

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN RELEVANT AND NON-RELEVANT STATEMENTS ABOUT PLANTS BY IDENTIFYING THE RELEVANT PHRASES. %10% 0084

READ THE PARAGRAPH AND SELECT THE STATEMENT THAT IDENTIFIES THE CENTRAL ISSUE OR WHAT IS BEING DISCUSSED. 0050

WHEN LARGE AMOUNTS OF WARM WATER ARE DUMPED INTO A RIVER, THE RIVER ITSELF IS HEATED. THE TEMPERATURE OF THE WATER MAY BE RAISED ONLY A FEW DEGREES. YET THESE FEW DEGREES CAN CHANGE THE ANIMAL AND PLANT LIFE IN THE RIVER. HEAT CAUSES A LOSS OF OXYGEN IN THE WATER. FISH NO LONGER DO WELL, AND SOME KINDS DIE. WITHOUT ENOUGH OXYGEN, BACTERIA IN THE RIVER CANNOT BREAK DOWN WASTE MATTER. THE RIVER IS NO LONGER CLEAN. 0376

A. HEAT CAUSES WATER TO LOSE OXYGEN.
B. SOME FISH CANNOT SURVIVE IN WARM WATER.
*C. LARGE AMOUNTS OF WARM WATER CAN BE DANGEROUS TO LIFE IN OUR RIVERS AND LAKES.

MOST SPIDERS BUILD WEBS TO TRAP OTHER INSECTS. BUT THE TRAP-DOOR SPIDER HAS ANOTHER WAY OF HUNTING. FIRST, SHE DIGS A HOLE ABOUT TEN INCHES DEEP AND AN INCH AND A HALF WIDE. NEXT, SHE MAKES A LID OF DIRT AND WEBBING. THIS TRAP DOOR MUST FIT OVER THE UPPER END OF THE HOLE LIKE A CORK FITS IN A BOTTLE. 0377

*A. HOW THE TRAP-DOOR SPIDER TRAPS INSECTS.
B. THE TRAP DOOR FITS LIKE A CORK FITS IN A BOTTLE.
C. THE TRAP-DOOR SPIDER CANNOT BUILD WEBS AS OTHER SPIDERS DO.

IT IS FALL IN THE MIDWEST. THE WHEAT FIELDS LOOK LIKE A GOLDEN OCEAN. BUT IT WAS NOT ALWAYS THIS WAY. LONG AGO, MANY FARMERS HAD TO GIVE UP GROWING WHEAT. THERE WAS LITTLE RAIN. THE WEATHER WAS TOO COLD. AND MANY PLANTS HAD BROWN SPOTS. THE BROWN SPOTS WERE A SIGN OF WHEAT RUST. WHEN THE FARMERS SAW THE WHEAT RUST, THEY KNEW THEIR WHEAT WOULD DIE. 0378

A. WHEAT GROWN ONLY IN THE MIDWEST.
B. WHEAT WILL NOT GROW WITHOUT RAIN.
*C. BAD WEATHER CONDITIONS CAUSED WHEAT RUST.

MOST ANTS ARE GREAT FIGHTERS AND OFTEN FIGHT IN ORGANIZED ARMIES. WHEN ONE ARMY WANTS TO ATTACK AN ANT HILL, IT SENDS SCOUTS AHEAD AND BEHIND TO LOOK FOR DANGER. THE ANTS SWARM OVER THE ANT HILL THEY WISH TO CAPTURE. IF THEY ARE SUCCESSFUL, THEY CARRY AWAY THE DEAD BODIES OF THEIR ENEMIES. THEY ALSO CARRY THE EGGS OF THE ENEMY ANTS TO THEIR OWN HOMES. THE ANTS THAT ARE HATCHED FROM THESE EGGS BECOME SLAVES. THESE SLAVES WORK VERY HARD AND HAVE LITTLE TIME FOR REST. SOMETIMES THE ANTS THAT ARE WAITED ON ALL THE TIME BY THE SLAVES BECOME SO HELPLESS THAT THEY ARE NOT ABLE TO WALK OR EVEN MOVE. 0379

A. SOME ANTS BECOME VERY LAZY.
B. ANTS ARE FIERCE FIGHTERS.

*C. ANTS FIGHT IN ORGANIZED ARMIES AND USE THEIR ENEMIES AS SLAVES.

0390

LOOK AT THE MEADOW. SEE THE DIFFERENT PLANTS AND ANIMALS. SOME PLANTS ARE GROWING IN THE SUNSHINE. OTHER PLANTS ARE GROWING IN THE SHADE. SOME OF THE PLANTS ARE LARGE. OTHERS ARE SMALL.

THESE PLANTS ARE GROWING WELL FOR A NUMBER OF REASONS. THE AMOUNT OF RAINFALL IS JUST RIGHT. THE AMOUNT OF SUNLIGHT IS JUST RIGHT. THE SOIL IS JUST RIGHT. EVERYTHING IS JUST RIGHT FOR THE PLANTS IN THE MEADOW.

A. THERE ARE MANY PLANTS IN THE MEADOW.
*B. PLANTS NEED BALANCED CONDITIONS TO GROW.
C. PLANTS NEED SUNLIGHT TO GROW.

0391

SCIENTISTS OFTEN TAKE FIELD TRIPS. THEY LEARN ABOUT PLANT AND ANIMAL COMMUNITIES BY GOING ON FIELD TRIPS. THE SCIENTISTS GO TO PLACES WHERE CERTAIN PLANTS AND ANIMALS LIVE TOGETHER. THEY MAY GO INTO A FOREST. OR THEY MAY GO INTO A DESERT. THERE ARE PLANTS AND ANIMALS ON THE DESERT.

A. THERE ARE PLANTS AND ANIMALS ON THE DESERT.
B. SCIENTISTS OFTEN TAKE FIELD TRIPS.
*C. SCIENTISTS GO TO PLACES WHERE CERTAIN PLANTS AND ANIMALS LIVE TOGETHER.

0392

HERE IS A TERRARIUM. A TERRARIUM IS A PLACE WHERE PLANTS AND ANIMALS LIVE TOGETHER. WE CAN SEE THE PLANTS AND ANIMALS IN THE TERRARIUM. WE CAN SEE WHAT THEY DO. WE CAN WATCH THEM GROW.

A. WE CAN SEE PLANTS AND ANIMALS IN THE TERRARIUM.
B. WE CAN WATCH THEM GROW.
*C. A TERRARIUM IS A PLACE WHERE PLANTS AND ANIMALS LIVE TOGETHER.

0393

HERE IS A TOAD FROM THE WOODS. THE JAR IS NOT A GOOD HOME FOR HIM. THE TERRARIUM IS A MUCH BETTER HOME FOR THE TOAD. IT HAS A PLACE FOR HIM TO HIDE. THE TOAD HAS ROOM TO MOVE AROUND IN THE TERRARIUM. THERE IS A SMALL POND FOR HIM. THE PLANTS ARE THE SAME AS THEY ARE IN THE WOODS. THE TOAD WILL FEEL AT HOME.

A. THE JAR IS NOT LIKE HIS REAL HOME.
B. THE TERRARIUM HAS ROOM FOR HIM TO MOVE AROUND.
*C. THE TERRARIUM IS A GOOD HOME FOR THE TOAD.

0394

TADPOLES HAVE GILLS. THEY MUST LIVE IN THE WATER. THE GILLS TAKE OXYGEN FROM THE WATER. THE TADPOLES EAT SMALL PLANTS. THE SMALL PLANTS ARE FOUND IN THE WATER.

A. TADPOLES HAVE GILLS.
*B. TADPOLES MUST LIVE IN THE WATER.
C. TADPOLES EAT SMALL PLANTS.

0395

HERE IS AN AMERICAN TOAD. SEE ITS LONG TONGUE. THE TONGUE IS AT THE FRONT OF THE TOAD'S MOUTH. THE AMERICAN TOAD CAN EASILY FLIP OUT ITS TONGUE TO CATCH INSECTS. ALL TOADS AND FROGS CATCH INSECTS IN THIS WAY.

A. THE AMERICAN TOAD HAS A LONG TONGUE.
B. THE TOAD FLIPS HIS TONGUE TO CATCH INSECTS.
*C. ALL TOADS AND FROGS CATCH INSECTS IN THIS WAY.

0396

FROGS AND TOADS HIBERNATE AS SOON AS THE DAYS BECOME COLD. THEY DIG DOWN INTO THE MUD. THERE THEY HIBERNATE ALL WINTER. HIBERNATION IS LIKE A DEEP SLEEP. ANIMALS DO NOT EAT WHILE THEY ARE HIBERNATING. THEY LIVE ON THE FAT STORED IN THEIR BODIES.

A. FROGS AND TOADS DIG INTO MUD IN THE WINTER.
*B. HIBERNATION IS LIKE A DEEP SLEEP.
C. ANIMALS LIVE ON STORED FAT DURING THEIR LONG SLEEP.

LOOK AT THE JET AIRPLANE ... DO YOU WONDER HOW IT MOVES? THE SECRET IS IN THE ENGINE. THE ENGINE BURNS FUEL. THE FUEL MAKES AN EXHAUST. THE EXHAUST CAUSES THE PLANE TO MOVE. IT IS REALLY NO SECRET. 0397
*A. THE EXHAUST MAKES THE PLANE MOVE.
B. AIRPLANE ENGINES BURN FUEL.
C. THE FULE MAKES AN EXHAUST.

MOST PLANTS HAVE SEEDS. THERE ARE MANY KINDS OF SEEDS. SEEDS USUALLY HAVE A COVERING TO PROTECT THEM. MANY PLANTS PRODUCE SEEDS AT THE TOP OF THE STEMS. SOME PLANTS PRODUCE SEEDS IN THEIR FRUIT. SOMETIMES SEEDS ARE FOUND IN CLUSTERS. NEW PLANTS GROW FROM THE SEEDS. 0438
A. PLANTS NEED SEEDS IN ORDER TO GROW.
B. THERE ARE MANY KINDS OF SEEDS.
*C. SEEDS MAY BE FOUND IN MANY DIFFERENT PLACES ON PLANTS.

WATER IS EVERYWHERE. THERE IS MORE WATER THAN LAND ON OUR EARTH. EVERYTHING THAT LIVES MUST HAVE WATER. PLANTS NEED WATER IN ORDER TO GROW. ANIMALS CANNOT LIVE WITHOUT WATER. WE USE WATER IN OUR HOMES FOR MANY PURPOSES. 0439
*A. ALL LIVING THINGS NEED WATER IN ORDER TO LIVE AND GROW.
B. WATER IS FOUND ON OUR EARTH.
C. WE USE WATER IN OUR HOMES.

****

EARTH SCIENCE

THE PUPIL CAN DEMONSTRATE KNOWLEDGE THAT AIR IS IN SOIL BY RECOGNIZING TRUE STATEMENTS ABOUT THIS PHENOMENON. %2¤ 0002

SELECT THE BEST ANSWER FOR THE QUESTION.

BUBBLES COME TO THE TOP OF DRY SOIL WHEN WATER IS POURED OVER IT BECAUSE 0003
A. SOIL IS MADE OF TINY ROCK PARTICLES.
B. WATER MOVES THE SOIL.
*C. THERE IS AIR IN THE SOIL.
D. SOIL IS HARDER THAN WATER.

WHICH ONE OF THE FOLLOWING WILL HAPPEN IF YOU POUR WATER OVER DRY SOIL? 0004
A. THE WATER WILL STAY ON TOP OF THE SOIL.
B. THE WATER WILL MAKE THE SOIL HARDER.
*C. BUBBLES WILL APPEAR ON THE SOIL.

****

WEATHER

THE STUDENT CAN RECOGNIZE CIRRUS, STRATUS AND CUMULUS CLOUDS BY CLASSIFYING GIVEN PICTURES. %1□ %NEED PICTURES OF 3 BASIC CLOUD FORMATIONS□ 0007

SELECT THE PICTURE THAT BEST ANSWERS THE QUESTION.

FROM THE THREE PICTURES, CHOOSE THE ONE THAT SHOWS A CIRRUS CLOUD. 0013
A. PICTURE OF A CUMULUS CLOUD
B. PICTURE OF A STRATUS CLOUD
*C. PICTURE OF A CIRRUS CLOUD

****

THE STUDENT CAN DEMONSTRATE HIS KNOWLEDGE OF CIRRUS, STRATUS, AND CUMULUS CLOUDS BY IDENTIFYING THE CORRECT DESCRIPTION OF A GIVEN CLOUD. %1□ 0008

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH OF THE FOLLOWING DESCRIBES A CUMULUS CLOUD□ 0014
*A. THICK AND PUFFY
B. WHITE AND FEATHERY
C. LAYERS OR SHELVES

****

THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE PROCESS OF EVAPORATION BY IDENTIFYING THE PROBABLE SOLUTION TO A GIVEN PROBLEM. %1□ 0009

SELECT THE BEST ANSWER FOR THE QUESTION.

SUPPOSE YOU WENT SWIMMING AND GOT YOUR HAIR WET. HOW COULD YOU *SPEED UP* THE DRYING PROCESS□ 0015
A. BY SETTING UNDER A TREE
*B. BY RUNNING IN A SUNNY PLACE
C. BY PUTTING A TOWEL OVER YOUR HEAD

****

THE STUDENT COMPREHENDS THE PROCESS OF WATER CHANGING TO A VAPOR BY IDENTIFYING SITUATIONS DEMONSTRATING EVAPORATION. %2□ 0010

SELECT THE BEST ANSWER FOR THE QUESTION.

HOW CAN YOU CHANGE WATER TO WATER VAPOR□ 16
A. BY ADDING SALT TO THE WATER
B. BY ADDING ICE TO THE WATER
*C. BY BOILING THE WATER
D. BY STIRRING THE WATER

****

THE STUDENT CAN DEMONSTRATE HIS COMPREHENSION OF THE CHARACTERISTICS OF AIR BY IDENTIFYING EVERY DAY EXAMPLES EXHIBITING THE 0011

DIFFERENT PROPERTIES OF AIR. %3□

SELECT THE BEST ANSWER FOR THE QUESTION.

WHEN BILLY'S MOTHER PICKED HIM UP AFTER SCHOOL HE DASHED INTO THE THE CAR AND PULLED THE CAR DOOR BEHIND HIM BUT THE DOOR DID NOT CLOSE. WHEN HIS MOTHER OPENED ONE WINDOW SLIGHTLY, THE DOOR CLOSED EASILY. THIS SHOWS THAT 0024
A. AIR IS HEAVY.
*B. AIR TAKES UP SPACE.
C. AIR CAN EXPAND.
D. AIR CONTRACTS WHEN IT COLLS.

ONE SUMMER DAY WHEN JIM WENT FROM THE BASEMENT RECREATION ROOM TO HIS BEDROOM ON THE SECOND FLOOR, HE FOUND THE TEMPERATURE THERE WARMER THAN THE TEMPERATURE IN THE BASEMENT. THIS ILLUSTRATES THAT 0025
A. AIR EXPANDS AS IT IS HEATED.
B. AIR PRESSES IN ALL DIRECTIONS.
*C. AIR RISES AS IT IS HEATED.
D. AIR IS A MIXTURE OF GASES.

MILK COMES UP INSIDE A DRINKING STRAW WHEN YOU SUCK ON IT BECAUSE 0026
*A. AIR EXERTS PRESSURE.
B. AIR CONTRACTS WHEN IT IS COOLED.
C. AIR RISES WHEN IT IS HEATED.

****

THE STUDENT CAN APPLY THE CONCEPT THAT WARM AIR RISES BY SELECTING THE PROPER REASONING TO A GIVEN SITUATION EXEMPLIFYING THE CONCEPT. %2□ 0012

SELECT THE BEST ANSWER FOR THE QUESTION.

WHY DID MRS. HILL GIVE MORE COVERS TO BILL WHO SLEEPS IN THE LOWER BUNK THAN TO JACK WHO SLEEPS IN THE UPPER BUNK0 0027
A. BIGGER BOYS NEED MORE COVERS.
B. THE UPPER BUNK IS NOT AS STRONG.
C. THE AIR AT THE BOTTOM OF THE ROOM IS HEAVIER.
*D. THE AIR AT THE TOP OF THE ROOM IS WARMER.

IF YOU WISHED TO HIDE A CHOCOLATE BAR, WHICH WOULD BE THE BEST PLACE IN TERMS OF KEEPING THE CHOCOLATE FROM MELTING0 0028
*A. SOMEWHERE IN THE BASEMENT
B. SOMEWHERE IN THE UPSTAIRS AREA
C. SOMEWHERE IN THE MAIN FLOOR AREA

****

THE STUDENT CAN DISTINGUISH AMONG VARIOUS FORMS OF PRECIPITATION BY IDENTIFYING THE CHARACTERISTIC FOR DIFFERENT FORMS OF WATER. %4□ 0015

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH PHRASE TELLS US WHAT THINGS GO TOGETHER TO MAKE HAILSTONES0 0033
A. PIECES OF ICE FROM LAKES AND RIVERS
*B. LUMPS OF CLEAR ICE AND COMPACT SNOW

C. PELLETS OF SLEET FROZEN TOGETHER
D. SNOW FLAKES STUCK TOGETHER

A SNOWFLAKE IS
A. A RAINDROP THAT IS FROZEN. 34
*B. WATER VAPOR THAT IS FROZEN.
C. SHAVINGS FROM A HIGH GLACIER.
D. A DEW DROP THAT IS FROZEN.

A PELLET OF SLEET IS
*A. A RAINDROP THAT IS FROZEN. 35
B. WATER VAPOR THAT IS FROZEN.
C. CHIPS BLOWN OFF AN ICEBERG.
D. A DEW DROP THAT IS FROZEN.

A RAIN DROP IS
A. A WATER BEING DRAWN INTO THE ATMOSPHERE. 36
B. WATER VAPOR THAT HAS FROZEN.
C. THE STEAM FROM BOILING WATER.
*D. WATER VAPOR THAT HAS CONDENSED.

****

THE STUDENT WILL APPLY HIS KNOWLEDGE OF CONDENSATION BY IDENTIFY- 0016
ING SITUATIONS THAT EXEMPLIFY THIS PROCESS. %2□

SELECT THE BEST ANSWER FOR THE QUESTION.

IN WHICH OF THE FOLLOWING SITUATIONS WOULD YOU BE LIKELY TO FIND 0037
CONDENSATION?
A. WATER BEING DRAWN OUT OF THE GROUND BY THE SUN.
B. FRESHLY WASHED CLOTHES ON A LINE.
C. A RIVER AFTER A HEAVY SHOWER.
D. A BASEMENT FLOOR ON A DAMP DAY.

CONDENSATION PROBABLY DOES *NOT* TAKE PLACE IN WHICH OF THE 0040
FOLLOWING MACHINES?
A. IN A CLOTHES DRIER
*B. IN AN AIR CONDITIONER
C. IN A HUMIDIFIER
D. IN A BLENDER

****

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE EARTH'S REVOLUTION 0035
AROUND THE SUN AND ITS EFFECT ON SEASONAL TEMPERATURE CHANGE BY
IDENTIFYING THE DIRECTION AND EFFECT OF THE SUN'S LIGHT RAYS. %1□

THE TEACHER READS THE FOLLOWING STATEMENTS TO THE STUDENT, WHO 0018
THEN SELECTS THE TRUE STATEMENT.

*A. THE SUN'S RAYS ARE WARMEST WHERE THEY SHINE DIRECTLY ON THE 0127
EARTH'S SURFACE.
B. THE SUN'S RAYS ARE COOLEST WHEN THEY SHINE DIRECTLY ON THE
EARTH'S SURFACE.
C. THE SUN'S RAYS ARE WARMEST WHEN THEY SLANT TOWARD THE
EARTH'S SURFACE.
D. THE SUN'S RAYS ARE WARMEST AT THE NORTH AND SOUTH POLES.

****

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE ORDER OF SEASONAL CHANGE BY SELECTING THE CORRECTLY ORDERED SET FROM GIVEN SEASONAL PICTURES. 0036

LOOK AT EACH ROW OF PICTURES STARTING AT THE LEFT AND MOVING TOWARD THE RIGHT. FIND THE ROW OF PICTURES THAT SHOWS THE CORRECT SEQUENCE FOR THE SEASONS. 0019

A.	PICTURES OF SPRING	WINTER	SUMMER	FALL	1400129
*B.	PICTURES OF SPRING	SUMMER	FALL	WINTER	1400129
C.	PICTURES OF SPRING	SUMMER	WINTER	FALL	1400129
D.	PICTURES OF SPRING	FALL	SUMMER	WINTER	1400129

****

THE STUDENT WILL ANALYZE A STORY DEMONSTRATING WATER VAPORIZATION BY IDENTIFYING THE CAUSE FOR WATER LOSS. %1□ 0037

TEACHER READS TO THE STUDENT. 20
TELL ME THE RIGHT ENDING TO THIS STORY. ON A SUNNY AFTERNOON, FOLLOWING A MORNING RAIN, JIM NOTICED THAT THE WATER IN THE BIRD BATH WAS DISAPPEARING. HE UNDERSTOOD WHY THIS WAS HAPPENING. IT WAS BECAUSE

A. COLD MAKES WATER CHANGE INTO VAPOR. 1400130
B. SOIL MAKES WATER CHANGE INTO VAPOR. 1400130
C. GRAVITY MAKES WATER CHANGE INTO VAPOR. 1400130
*D. HEAT MAKES WATER CHANGE INTO VAPOR. 1400130

****

THE STUDENT WILL ANALYZE A STORY DEMONSTRATING CLOUD COMPOSITION BY IDENTIFYING THE MAKEUP OF A CLOUD. %1□ 0038

TEACHER READS TO THE STUDENT. 21
TELL ME THE RIGHT ENDING TO THIS STORY. ANN AND SUE WERE ON THEIR WAY TO THE LIBRARY. ANN LOOKED UP AND SAW SOME DARK CLOUDS. SHE DECIDED TO GO BACK FOR HER UMBRELLA. WHY?

A. CLOUDS ARE MADE UP OF AIR. 1400131
*B. CLOUDS ARE MADE UP OF TINY DROPS OF WATER. 1400131
C. CLOUDS ARE MADE UP OF BUBBLES. 1400131
D. CLOUDS ARE MADE UP OF DEW. 1400131

****

THE STUDENT WILL APPLY HIS KNOWLEDGE OF THE RELATIONSHIP OF SUN AND EARTH BY IDENTIFYING THE CAUSE OF DAY AND NIGHT. %3□ 0046

SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT PART OF THE EARTH IS HAVING NIGHT? 1400166
A. ALL AROUND THE EQUATOR 1400166
B. THE PART FACING TOWARD THE LIGHT 1400166
C. ALL AROUND THE AXIS 1400166

D. THE PART FACING AWAY FROM THE LIGHT 1400166

WHAT PART OF THE EARTH IS HAVING DAYO
*A. THE AREA FACING TOWARD THE LIGHT 1400167
B. ALL OF THE OCEAN AREAS 1400167
C. ALL OF THE LAND AREAS 1400167
D. THE AREA FACING AWAY FROM THE LIGHT 1400167
1400167

WHY DOESN,T SUNLIGHT SHINE ON THE SAME PART OF THE EARTH ALL THE TIMEO 0168
A. THE MOON IS SHINING
*B. THE EARTH ROTATES 1400168
C. CLOUDS GET IN THE WAY 1400168
D. THE SUN GOES AROUND THE EARTH 1400168
1400168

****

MECHANICS AND HEAT

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE EARTH,S ORBITAL PATH BY IDENTIFYING THE PATH TAKEN BY THE EARTH IN ITS REVOLUTION. %1□ 0034

SELECT THE BEST ANSWER FOR THE QUESTION.

A. THE EARTH REVOLVES AROUND THE MOON. 1400123
*B. THE EARTH REVOLVES AROUND THE SUN. 1400123
C. THE SUN REVOLVES AROUND THE EARTH. 1400123
D. THE SUN REVOLVES AROUND THE MOON. 1400123
1400123

****

THE STUDENT WILL APPLY HIS KNOWLEDGE OF SIMPLE MACHINES BY IDENTIFYING EXAMPLES THAT EXEMPLIFY THEIR FUNCTIONS. %3□ 0005

MATCH THE NAME OF EACH MACHINE WITH ITS EXAMPLE. 4

INCLINED PLANE 9
*A. A SKI SLOPE
B. A PORCH RAILING
C. A POCKET KNIFE

WEDGE 10
A. A KEY
B. A FISHING POLE
*C. A NEEDLE

LEVER 11
*A. BOTTLE OPENER
B. A CLOTHESPIN
C. A POCKET KNIFE

****

THE STUDENT WILL APPLY HIS KNOWLEDGE OF SIMPLE MACHINES BY 0006

IDENTIFYING THE SIMPLE MACHINE THAT WOULD ACCOMPLISH A GIVEN TASK. %1¤

MATCH THE MACHINE WITH ITS FUNCTION.

MR. JONES HAD A LARGE ANIMAL IN A CAGE TO BE TAKEN TO THE ZOO. THERE WAS NO ONE TO HELP HIM GET THE CAGE INTO HIS TRUCK. WHICH OF THE FOLLOWING MACHINES WOULD BE THE *MOST* USEFUL? 0012

A. THE WEDGE
B. THE SCREW
*C. THE INCLINED PLANE

****

THE STUDENT WILL DEMONSTRATE COMPREHENSION OF THE CONCEPT AIR OCCUPIES SPACE BY IDENTIFYING AN EXAMPLE EXEMPLIFYING THAT CONCEPT. %2¤ 0001

SELECT THE BEST ANSWER FOR THE QUESTION.

IF YOU WERE TO INVERT AN EMPTY POP BOTTLE INTO A PAN OF WATER, WHAT WOULD HAPPEN? 0001

A. THE BOTTLE BREAKS.
*B. AIR KEEPS THE WATER OUT.
C. THE AIR PULLS THE WATER IN.

WHICH OF THE THINGS LISTED HERE WORKS ON THE PRINCIPLE THAT AIR TAKES UP SPACE? 0002

A. HOT WATER BOTTLE
*B. AIR MATTRESS
C. EMPTY POP BOTTLE

****

THE STUDENT DEMONSTRATES COMPREHENSION THAT HEATED AIR EXPANDS, AND COOLED AIR CONTRACTS BY IDENTIFYING OCCURRENCES OR EXPLANATIONS OF THIS CONCEPT. %3¤ 0003

SELECT THE BEST ANSWER FOR THE QUESTION.

WHICH OF THE FOLLOWING IS LIKELY TO HAPPEN IF YOU FIT A CORK INTO THE TOP OF A POP BOTTLE AND PLACE THE BOTTLE IN A WARM PLACE? 0005

A. THE CORK WILL FALL INTO THE BOTTLE.
*B. THE CORK WILL POP OUT OF THE BOTTLE.
C. THE BOTTLE WILL CRACK.
D. NOTHING WILL HAPPEN

IF YOU FIT A CORK INTO THE TOP OF A POP BOTTLE AND PLACE THE BOTTLE IN A WARM PLACE, THE CORK WILL POP OUT OF THE BOTTLE. WHY? 0006

A. THE CORK DRIES.
B. THE GLASS EXPANDS.
C. THE CORK EXPANDS.
*D. THE AIR EXPANDS.

WHY WOULD YOU WANT LOWER AIR PRESSURE IN CAR TIRES IN SUMMER MORE THAN IN WINTER? 0007

A. RUBBER GETS WARM IN SUMMER.
*B. WARM AIR WOULD EXPAND CAUSING THE TIRES TO GET BIGGER.
C. WINTER WINDS RUSH OUT SOME OF THE AIR.

D. IT IS HARDER TO PUMP UP TIRES IN SUMMER.

****

THE STUDENT DEMONSTRATES COMPREHENSION OF THE CONCEPT AIR HAS WEIGHT BY IDENTIFYING AN EXPLANATION CHARACTERIZING THIS CONCEPT. %1¤ 0004

SELECT THE BEST ANSWER FOR THE QUESTION.

AN INFLATED TIRE IS HEAVIER THAN A FLAT ONE BECAUSE 0008
A. IT IS BIGGER.
*B. IT IS FULL OF AIR.
C. IT HAS MORE ROUNDNESS.
D. IT IS SMOOTHER.

****

THE STUDENT DEMONSTRATES COMPREHENSION OF GRAVITATIONAL FORCE BY INDICATING MANIFESTATIONS OF ITS EFFECT ON HIS SURROUNDINGS. %4¤ 0047

TEACHER READS TO THE STUDENT. 26
I AM GOING TO READ THE BEGINNINGS OF SOME SENTENCES ABOUT GRAVITY TO YOU. I WILL ALSO READ SOME ENDINGS. CHOOSE THE BEST ENDING FOR EACH SENTENCE.

WE SEE THE FORCE OF GRAVITY AT WORK WHEN 1400169
A. WE READ A BOOK. 1400169
B. WE FEEL THE SMOOTHNESS OF A TABLE. 1400169
*C. WE SEE A BALL FALL TO THE GROUND. 1400169
D. WE WRITE WITH A PENCIL. 1400169

BECAUSE OF GRAVITY, THE WORD *DOWN* ON EARTH MEANS. 0170
A. TOWARD THE SOUTH. 1400170
*B. TOWARD THE CENTER OF THE EARTH. 1400170
C. TOWARD THE NORTH. 1400170
D. AWAY FROM THE CENTER OF THE EARTH. 1400170

BECAUSE OF GRAVITY, THE WORD *UP* ON EARTH MEANS. 0171
A. TOWARD THE NORTH. 1400171
B. TOWARD THE CENTER OF THE EARTH. 1400171
*C. AWAY FROM THE CENTER OF THE EARTH. 1400171
D. TOWARD THE SOUTH. 1400171

GRAVITY IS A FORCE THAT 1400172
A. MAKES THE CLOUDS MOVE. 1400172
*B. HOLDS THE AIR AND WATER ON THE EARTH. 1400172
C. MAKES THE SUN HOT. 1400172
D. MAKES DAY AND NIGHT. 1400172

****

THE STUDENT WILL RECALL THE DEFINITION OF ATOM BY MATCHING THE TERM WITH ITS CORRECT DEFINITION. %5¤ 0024

SELECT THE BEST ANSWER FOR THE QUESTION.

ANY ELEMENT IS MADE UP OF VERY SMALL PARTICLES CALLED 0079

A. PROTONS.
*B. ATOMS. 1400079
C. CHEMICALS.
D. DUST. 1400079
1400079

****

THE STUDENT CAN APPLY THE MOLECULAR THEORY TO PREDICT LIKELY RESULTS OF MOLECULAR MOVEMENT OF COMPOUNDS UNDER DIFFERENT CONDITIONS. %4□ 0025

SELECT THE BEST ANSWER FOR THE QUESTION.

WHAT WILL HAPPEN WHEN YOU HEAT OR RAISE THE TEMPERATURE OF WATER□ 0081
*A. MOLECULES SPEED UP 1400081
B. MOLECULES SLOW DOWN 1400081
C. NO CHANGE IN MOVEMENT 1400081

WHAT HAPPENS TO THE MOLECULAR MOVEMENT WHEN WATER CHANGES TO ICE□ 1400082
A. SPEEDS UP 1400082
*B. SLOWS DOWN 1400082
C. MOVEMENT DOESN'T CHANGE 1400082
1400082

CERTAIN METALS HAVE MOLECULES THAT MOVE SO MUCH THAT THEY ARE LIQUIDS AT ROOM TEMPERATURE. SELECT ONE. 0083
A. STEEL
B. BRASS 1400083
*C. MERCURY 1400083
1400083

WHAT WOULD HAPPEN TO A GLASS OF FRESH WATER LEFT STANDING FOR A MONTH AS A RESULT OF MOLECULE MOVEMENT□ 0084
A. INCREASE IN QUANTITY
B. TURN TO SALT 1400084
*C. DECREASE IN QUANTITY 1400084
1400084

****

THE STUDENT DEMONSTRATES HIS COMPREHENSION OF THE MOLECULAR ACTION INVOLVED IN CHANGING A LIQUID TO A GAS BY IDENTIFYING THE DESCRIPTION THAT EXPLAINS THE CHANGE OF WATER FROM A LIQUID TO A GAS. %1□ 0026

SELECT THE STATEMENT WHICH EXPLAINS WHAT HAPPENS WHEN WATER CHANGES INTO GAS. 0012

A. HEAT APPLIED TO A GLASS JAR OF WATER CHANGES IT INTO VAPOR OR A GAS AND INCREASES THE VOLUME OF WATER IN THE JAR. 1400085
*B. HEAT APPLIED TO A GLASS JAR OF WATER SPEEDS UP THE MOLECULES TO SUCH AN EXTENT THAT THEY JUMP AWAY AND THE QUANTITY OF WATER IS REDUCED. 1400085
1400085
1400085
C. HEAT APPLIED TO A GLASS JAR OF WATER INCREASES THE MOLECULAR MOVEMENT. CHANGES WATER TO GAS AND THE GAS RETURNS TO THE JAR IN THE FORM OF WATER. 1400085
1400085
1400085

****

THE STUDENT WILL APPLY THE KINETIC THEORY OF MATTER BY IDENTIFY- 0027

ING CONDITIONS THAT ARE NECESSARY FOR A GIVEN SUBSTANCE TO CHANGE FROM ONE STATE TO ANOTHER. %9□

SELECT THE BEST ANSWER FOR THE QUESTION.

WATER VAPOR WILL CHANGE INTO WATER WHEN IT IS 1400086
*A. COOLED. 1400086
B. HEATED. 1400086
C. COMPRESSED. 1400086

WATER MAINTAINED FOR A LONG TIME PERIOD AT ITS BOILING POINT WILL CHANGE INTO A 0087
A. LIQUID. 1400087
B. SOLID. 1400087
*C. GAS. 1400087

WATER SUBJECTED TO EXTREME COLD FOR A SUBSTANTIAL PERIOD OF TIME WILL TURN INTO 1400088
A. SNOW. 1400088
*B. ICE. 1400088
C. FOG. 1400088

PROPANE GAS CAN BE CONVERTED INTO A LIQUID BY CONFINING IT IN A TANK UNDER GREAT 1400089
A. HEAT. 1400089
B. TEMPERATURE. 1400089
*C. PRESSURE. 1400089

ICE WHICH IS WATER IN SOLID FORM CAN BE CONVERTED TO LIQUID BY INTRODUCING 1400090
A. HEAT. 1400090
*B. COLD. 1400090
C. NEITHER. 1400090

A SOLID WHEN HEATED TO A HIGH ENOUGH TEMPERATURE USUALLY WILL TURN FIRST INTO A 0091
A. GAS. 1400091
B. LIQUID. 1400091
*C. PILE OF ASHES. 1400091
D. STONE. 1400091

WHEN MOLECULES ARE CLOSE TOGETHER BUT ARE FREE TO ROLL AND SLIDE WE HAVE A 1400092
A. SOLID. 1400092
B. GAS. 1400092
*C. LIQUID. 1400092

WHEN MOLECULES IN MATTER MAINTAIN A DEFINITE SHAPE WE HAVE A 1400093
A. SOLID. 1400093
B. LIQUID. 1400093
*C. GAS. 1400093

HEAT APPLIED TO MOLECULES MAKE THEM MOVE 1400094
A. SLOWER. 1400094
*B. FASTER. 1400094
C. NO CHANGE 1400094

****

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DISTINGUISH BETWEEN FACT AND OPINION BY CORRECTLY CATEGORIZING A GIVEN SET OF STATEMENTS. %33¤ 0079

READ EACH STATEMENT CAREFULLY. IF THE STATEMENT IS A TRUE FACT CIRCLE THE *A*. IF THE STATEMENT IS JUST A MATTER OF HOW PEOPLE FEEL CIRCLE THE *B*. 0074

THE SEED COAT IS THE PROTECTIVE COVERING OF THE SEED. 0348
*A. FACT
B. OPINION

SEEDS ARE SCATTERED BY WIND, ANIMALS, AND PEOPLE. 0350
*A. FACT
B. OPINION

SEEDS NEED WARMTH, LIGHT, WATER AND NUTRIENTS TO GROW INTO A HEALTHY PLANT. 0351
*A. FACT
B. OPINION

A CACTUS IS PRETTIER THAN A ROSE. 352
A. FACT
*B. OPINION

YOU CAN TELL PLANTS ARE LIVING THINGS LIKE ANIMALS BY WATCHING THEM GROW AND DEVELOP. 0353
*A. FACT
B. OPINION

A MAGNIFYING GLASS IS A SIMPLE MICROSCOPE. 0366
*A. FACT
B. OPINION

IT IS MORE INTERESTING TO VIEW AMOEBA THAN RED BLOOD CELLS. 0267
A. FACT
*B. OPINION

THE WING OF A BUTTERFLY IS THE MOST BEAUFIFUL SIGHT ONE CAN SEE WITH A MICROSCOPE. 0368
A. FACT
*B. OPINION

SWARMS OF TINY ANIMALS CALLED PROTOZOA COME TO LIFE IN A DROP OF POND WATER. 0369
*A. FACT
B. OPINION

KNOWLEDGE GAINED BY THE USE OF A MICROSCOPE AFFECTS OUR LIVES IN MANY WAYS. 0370
*A. FACT
B. OPINION

THE EYEPIECE OF A MICROSCOPE CONTAINS THE OBJECTIVE LENSE, WHICH IS A CONVEX LENS. 0371
*A. FACT
B. OPINION

SOME PEOPLE BELIEVE THE GREATER THE MICROSCOPE MAGNIFIES THE OBJECT, THE BETTER.
*A. FACT
B. OPINION

0372

BY USING THE MICROSCOPE SCIENTISTS WILL SOON SOLVE THE RIDDLE OF THE VIRUS.
A. FACT
*B. OPINION

0373

THE LENSES ON A MICROSCOPE ARE MARKED ACCORDING TO THEIR MAGNIFYING POWER.
*A. FACT
B. OPINION

0374

THE ELECTRON MICROSCOPE USES ELECTRONS INSTEAD OF LIGHT RAYS TO FORM AN IMAGE.
*A. FACT
B. OPINION

0375

FROGS AND TOADS ARE BOTH AMPHIBIANS.
*A. FACT
B. OPINION

380

KEEPING A FISH AQUARIUM IS A GOOD HOBBY.
A. FACT
*B. OPINION

0381

AIR HAS WEIGHT.
*A. FACT
B. OPINION

383

WORMS ARE FUN TO PLAY WITH.
A. FACT
*B. OPINION

384

BEAVER ARE BEAUTIFUL.
A. FACT
*B. OPINION

385

ANIMALS NEED AIR TO BREATHE.
*A. FACT
B. OPINION

386

POSSUMS ARE MAMMALS.
*A. FACT
B. OPINION

387

A RACCOON IS A NICE PET.
A. FACT
*B. OPINION

388

FISH GET AIR FROM WATER.
*A. FACT
B. OPINION

389

THERE IS MORE WATER ON EARTH THAN LAND.
*A. FACT
B. OPINION

429

WATER IS ALWAYS HELPFUL TO MAN.

430

.. FACT
*B. OPINION

WATER HAS MANY USES IN OUR HOMES. 431
*A. FACT
B. OPINION

IN MOST LARGE CITIES OUR WATER COMES FROM A RESERVOIR. 0432
*A. FACT
B. OPINION

EVERY LIVING THING MUST HAVE WATER. 433
*A. FACT
B. OPINION

WATER ALWAYS TASTES GOOD. 434
A. FACT
*B. OPINION

WATER POLLUTION IS A SERIOUS PROBLEM. 435
*A. FACT
B. OPINION

MOST PLANTS NEED A LOT OF WATER IN ORDER TO GROW. 0436
*A. FACT
B. OPINION

RIVERS ARE MORE USEFUL TO THE IRRIGATION PROCESS THAN OCEANS. 0437
*A. FACT
B. OPINION

****

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO DRAW INFERENCES BY EVALUATING THE CERTAINTY OF SELECTED STATEMENTS BASED ON EVIDENCE IN THE PARAGRAPH. %9□ 0080

READ THE FOLLOWING PARAGRAPH. 47

THERE IS NO LIFE WITHOUT CELLS. JUST AS LIFE ITSELF IS VERY DIFFERENT, SO ARE THE FORMS AND ROLE OF THE CELL. SOME CELLS LIVE ALONE, AS FREE MOVING, INDEPENDENT CREATURES. SOME CELLS BELONG TO LOOSELY ORGANIZED COMMUNITIES WHICH MOVE FROM PLACE TO PLACE. SOME CELLS SPEND THEIR LIFETIME UNMOVING AS PART OF THE TISSUE OF LARGER ORGANISMS. WHATEVER FORM THE CELL TAKES, HOWEVER IT BEHAVES, THE CELL IS THE UNIT OF ALL LIVING MATTER. IN THE CELL, WE FIND ALL THE PARTS AND PROCESSES NECESSARY TO HUMAN LIFE.

READ THE FOLLOWING STATEMENTS AND DECIDE WHETHER THEY ARE PROBABLY TRUE, PROBABLY FALSE OR WHETHER YOU CAN'T SAY FROM THE INFORMATION GIVEN. CIRCLE THE LETTER WHICH GIVES THE CORRECT ANSWER.

IF YOU DID NOT HAVE LIVING CELLS YOU WOULD NOT BE ALIVE. 0354
*A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN'T SAY

ALL CELLS HAVE THE SAME SHAPE. 355
A. PROBABLY TRUE

*B. PROBABLY FALSE
C. CAN.T SAY

CELLS HAVE THE SAME KIND OF MOVEMENT NO MATTER WHAT THEIR SHAPE. 0356
A. PROBABLY TURE
*B. PROBABLY FALSE
C. CAN.T SAY

HUMANS AND PLANTS HAVE BASICALLY THE SAME KINDS OF CELLS. 0357
A. PROBABLY TRUE
B. PROBABLY FALSE
*C. CAN.T SAY

READ THE FOLLOWING PARAGRAPH. 48

THE SCIENTIST GOES ABOUT HIS WORK IN A SPECIAL WAY KNOWN AS THE SCIENTIFIC METHOD. IN A WAY IT IS A MISUNDERSTOOD TERM, BECAUSE MANY PEOPLE THINK THAT ONLY SCIENTISTS NEED TO WORK THIS WAY. ACTUALLY, THE SCIENTIFIC METHOD APPLIES IN BUSINESS AND INDUSTRY, HOME WORKSHOPS, AND SCHOOLROOMS JUST AS MUCH AS IT DOES IN A SCIENCE LABORABORY. ANY OTHER WAY OF WORKING ON A PROBLEM MAY END UP WITH INCOMPLETE OR WRONG RESULTS.

READ EACH OF THE FOLLWOING STATEMENTS CAREFULLY. DECIDE WHETHER IT IS PROBABLY TRUE, PROBABLY FALSE, OR WHETHER YOU CAN.T SAY. CIRCLE THE CORRECT LETTER FOR EACH OF THE FOLLOWING STATEMENTS.

THE SCIENTIFIC METHOD WILL ASSIST YOU IN DOING BETTER. 0358
*A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN.T SAY

SCIENTISTS ARE NOT THE ONLY ONES WHO HAVE USED THE SCIENTIFIC METHOD SUCCESSFULLY. 0359
*A. PROBABLY TRUE
B. PROBABLY FALSE
C. CAN.T SAY

TO USE THE SCIENTIFIC METHOD EFFECTIVELY, THERE ARE CERTAIN STEPS EACH PERSON MUST FOLLOW. 0360
A. PROBABLY TRUE
B. PROBABLY FALSE
*C. CAN.T SAY

SCIENTISTS HAVE HAD MORE SUCCESS USING THEIR METHOD THAN ANY OTHER PROFESSIONAL GROUP. 0361
A. PROBABLY TRUE
B. PROBABLY FALSE
*C. CAN.T SAY

TEACHERS USE THE SCIENTIFIC METHOD IN THE TEACHING OF MATH TO REDUCE THE AMOUNT OF ERROR. 0362
A. PROBABLY TRUE
B. PROBABLY FALSE
*C. CAN.T SAY

****

THE STUDENT WILL DEMONSTRATE HIS KNOWLEDGE OF THE MOST VALID SOURCE OF INFORMATION BY SELECTING THE BEST SOURCE FROM A LIST OF 0081

AFTER EACH OF THE FOLLOWING STATEMENTS THERE ARE LISTED SOME FACTS. IF YOU BELIEVE A FACT COULD BE USED TO HELP PROVE THE GENERAL STATEMENT, CIRCLE THE A FOR *YES*. IF NOT, CIRCLE THE B FOR *NO*. 0052

ANIMALS MAKE THEIR HOMES IN MANY DIFFERENT PLACES.

WASPS LIVE IN A NEST. 398
*A. YES
B. NO

SOME ANIMALS ARE COVERED WITH HAIR. 399
A. YES
*B. NO

FISH LIVE IN WATER. 400
*A. YES
B. NO

SOME ANIMALS MAKE GOOD PETS. 401
A. YES
*B. NO

SOME ANIMALS DIG INTO THE GROUND TO LIVE. 0402
*A. YES
B. NO

AFTER EACH OF THE FOLLOWING STATEMENTS THERE ARE LISTED SOME FACTS. IF YOU BELIEVE A FACT COULD BE USED TO HELP PROVE THE GENERAL STATEMENT, CIRCLE THE A FOR *YES*. IF NOT, CIRCLE THE B FOR *NO*. 0053

ANIMALS MUST HAVE FOOD AND WATER TO LIVE.

MANY ANIMALS MUST HUNT FOR FOOD. 403
*A. YES
B. NO

SOME ANIMALS ARE VERY FIERCE. 404
A. YES
*B. NO

ANIMALS USUALLY MAKE THEIR HOMES SO FOOD AND WATER WILL BE CLOSE BY. 0405
*A. YES
B. NO

SOME ANIMALS EAT PLANTS, SOME EAT OTHER ANIMALS. 0406
A. YES
*B. NO

AFTER EACH OF THE FOLLOWING STATEMENTS THERE ARE LISTED SOME FACTS. IF YOU BELIEVE A FACT COULD BE USED TO HELP PROVE THE GENERAL STATEMENT, CIRCLE THE A FOR *YES*. IF NOT, CIRCLE THE B FOR *NO*. 0054

ALL ANIMALS HAVE SOME WAY TO PROTECT THEMSELVES.

CATS PROTECT THEMSELVES WITH THEIR CLAWS AND TEETH. 0407

*A. YES
B. NO

SOME ANIMALS PROTECT THEMSELVES BY BEING ABLE TO RUN FAST. 0408
*A. YES
B. NO

MANY ANIMALS LIVE IN THE JUNGLE. 409
A. YES
*B. NO

COLOR HELPS PROTECT SOME ANIMALS FROM THEIR ENEMIES. 0410
*A. YES
B. NO

AFTER EACH OF THE FOLLOWING STATEMENTS THERE ARE LISTED SOME FACTS. IF YOU BELIEVE A FACT COULD BE USED TO HELP PROVE THE GENERAL STATEMENT, CIRCLE THE A FOR *YES*. IF NOT, CIRCLE THE B FOR *NO*. 0055

SOME ANIMALS ARE BORN ALIVE, AND SOME ARE HATCHED FROM EGGS.

MANY MOTHER ANIMALS LAY EGGS THAT LATER HATCH. 0411
*A. YES
B. NO

ANIMALS BABIES DO NOT ALWAYS LOOK LIKE THEIR MOTHER. 0412
A. YES
*B. NO

SOME ANIMALS DRINK MILK FROM THEIR MOTHER. 0413
A. YES
*B. NO

DOGS AND CATS ARE BORN ALIVE AND CARED FOR BY THEIR MOTHER. 0414
*A. YES
B. NO

AFTER EACH OF THE FOLLOWING STATEMENTS THERE ARE LISTED SOME FACTS. IF YOU BELIEVE A FACT COULD BE USED TO HELP PROVE THE GENERAL STATEMENT, CIRCLE THE A FOR *YES*. IF NOT, CIRCLE THE B FOR *NO*. 0056

A RAT IS HARMFUL AND IS CALLED A PEST. 415
A. YES
*B. NO

SOME ANIMALS, SUCH AS SHEEP, GIVE US MATERIAL FOR CLOTHING. 0416
*A. YES
B. NO

SOME ANIMALS ARE USEFUL BECAUSE THEY GIVE US FOOD. 0417
*A. YES
B. NO

ANIMALS OFTEN HELP EACH OTHER. 418
A. YES
*B. NO

****

THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LOCATE THE MAIN IDEA BY SELECTING IT AFTER READING A GIVEN PARAGRAPH. %14¤ 0082

YOU WOULD LIKE TO DO SOME SCIENTIFIC RESEARCH. YOU ARE TO CHOOSE THE BEST SOURCE OF INFORMATION. CIRCLE THE NUMBER WHICH GIVES THE BEST SOURCE OF INFORMATION. 0049

YOU ARE INTERESTED IN DOING CELL RESEARCH. WHICH WOULD BE THE BEST TO USE¤ 0363
A. NAKED EYE
B. MAGNIFYING GLASS
*C. MICROSCOPE

YOUR SCIENCE TEXT IS AVAILABLE. YOU WANT TO LEARN ON WHAT PAGES YOU COULD FIND THE VARIOUS PARTS OF A MICROSCOPE. YOU WOULD USE THE TEXT 0364
A. TABLE OF CONTENTS.
*B. INDEX.
C. GLOSSARY.

YOU WANT TO LEARN WHO DISCOVERED THE FIRST CELL. YOUR BEST SOURCE WOULD BE %THE¤ 0365
A. SLIDES OF VARIOUS CELLS.
*B. ENCYCLOPEDIA LETTERED *C*.
C. BOOK -- *IMPORTANT SCIENTIFIC DISCOVERIES*.

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